Overview: Mission/Vision Statement and Funding

Concord Lake STEAM Academy (13D) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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

For 2022-2025, the Concord Lake STEAM Academy local AIG plan is as follows:

* Mission and/or Vision Statement(s)

Vision: Concord Lake STEAM Academy’s vision is to educate the whole child by empowering scholars to reach their full potential through problem-based learning reading and math.

Mission: Concord Lake STEAM Academy's mission is to create an environment where each scholar 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 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* $ 106,267.00	* $ 0.00	* $ 0.00	* $ 0.00

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Standard 1: Student Identification

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

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

Data is obtained and analyzed for scholars in kindergarten through eighth grade. CLSA's mission is to identify and serve all scholars who are eligible for the AIG Program. Data that is considered for screening purposes includes Lexile measures, EOGs, BOGs, North Carolina Summative Assessments, and teacher rating scales such as the HOPE rating scale.

K-3
Kindergarten – third grade scholars will be considered good candidates for participation in the aptitude test under the following criteria:

- Reading at the end of the Lexile Range for their grade span
- Mastered the North Carolina End of Year Summative at the end of the next grade level
- Scoring above our local norms on a teacher rating scale such as the HOPE scale
- Scoring an 80% or higher on their BOG in third grade

A universal screener using an aptitude test such as the CogAT will be given to every second-grade regular education scholar in the spring.

4-8
Fourth - eighth grade scholars will be considered good candidates for participation in the aptitude test under the following criteria:

- Scoring an 80% or higher on the Reading and/or Math EOG
- Scoring a 70%-79% on their achievement and aptitude tests, AND scoring above average on a teacher rating scale such as the HOPE scales with two teachers

This data will be reviewed at the beginning of the year each year.

Referrals may be submitted from parents/guardians, teachers, and/or scholars in fifth through eighth grade. This process will be made available to parents/guardians and scholars via the CLSA school website. Referrals will be considered in accordance with the quantitative data listed above in determining whether to go forward with aptitude testing.

The AIG Coordinator and/or Gifted Specialist will work closely with the English Language (EL) Teacher(s) to ensure that screening and referral measures are equitable.

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) scholars.

*** Practice B**

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

Scholars will be given multiple opportunities in kindergarten through eighth grade for identification using 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 the CogAT, achievement tests such as the Iowa (K-3), and/or EOG scores (3-8).

Aptitude

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

Achievement

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

Portfolio

Scholars who do not qualify for identification with the aptitude and quantitative tests may be eligible for the portfolio process. Two observers will be asked to fill out the teaching rating scale for the scholar up for the portfolio process.

- Highest Achievement Score: 89% or above 4 points, 80-88% 3 points, 70-79% 2 points, 60-69% 1 point, 59% or below 0 points
- Highest Aptitude Score: 89% or above 4 points, 80-88% 3 points, 70-79% 2 points, 60-69% 1 point, 59% or below 0 points
- Teacher Rating Scale: 55 or above 4 points, 44-55 points 3 points, 43-33 points 2 points, 32- 22 points 1 point, 21 and below 0 points

Scholars need to score between 8 to 16 points based on their achievement, aptitude, and teacher rating scales to be eligible to complete the 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 will evaluate indicators such as creativity, accuracy, artistic talent and advanced language.

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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 will identify as Academically Gifted in Reading (AR). .	* Has an accumulation of 4 points in the quantitative and nonverbal section of the aptitude test, math portion of the achievement test, or a combination of both will identify as Academically Gifted in Math (AM).	* Has an accumulation of 8 points in reading and math using an achievement test and/or an aptitude test will identify as Academically Gifted in both Reading and Math (AG).	* After all achievement and informal opportunities have been exhausted, scholars who score 89%-95% composite on a nationally normed aptitude test will identify as Intellectually Gifted (IG).	* Has an accumulation of 12 points in reading and math using an aptitude test and/or an achievement test will identify as Academically and Intellectually Gifted (AIG).

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 will identify as Academically Gifted in Reading (AR).	* Has an accumulation of 4 points in the quantitative and nonverbal section of the aptitude test, math portion of the achievement test, or a combination of both will identify as Academically Gifted in Math (AM).	* Has an accumulation of 8 points in reading and math using an achievement test and/or an aptitude test will identify as Academically Gifted in both Reading and Math (AG).	* After all achievement and informal opportunities have been exhausted, scholars who score 89%-95% composite on a nationally normed aptitude test will identify as Intellectually Gifted (IG).	* Has an accumulation of 12 points in reading and math using an aptitude test and/or an achievement test will identify as Academically and Intellectually Gifted (AIG).
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 will identify as Academically Gifted in Reading (AR).	* Has an accumulation of 4 points in the quantitative and nonverbal section of the aptitude test, math portion of the achievement test, or a combination of both will identify as Academically Gifted in Math (AM).	* Has an accumulation of 8 points in reading and math using an achievement test and/or an aptitude test will identify as Academically Gifted in both Reading and Math (AG).	* After all achievement and informal opportunities have been exhausted, scholars who score 89%-95% composite on a nationally normed aptitude test will identify as Intellectually Gifted (IG).	* Has an accumulation of 12 points in reading and math using an aptitude test and/or an achievement test will identify as Academically and Intellectually Gifted (AIG).
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, English language learners, highly gifted, and twice-exceptional.

The universal screener utilized in second grade will continue to be provided in an effort to identify scholars from underrepresented populations and promote equitable opportunities for scholars to demonstrate potential. Scholars who score in the 70-79th percentile range will be monitored. Scholars who have been a part of the K-3 Talent Development Program will be assessed at the end of each year to measure individual progress and programmatic efficacy.

Multiple pathways for identification through quantitative and qualitative data will be used to identify qualifying scholars from underrepresented populations.

Current data shows that African American/Black and Hispanic scholars are underrepresented in the AIG Program at CLSA. The universal screener has continued to increase the number of scholars identifies for Talent Development/Nurturing at CLSA. The continuation of the universal screener, introduction of the portfolio process, and collaboration with EL teacher will support equitable opportunities for CLSA scholars. Sub-group data will be routinely monitored to ensure defined processes for screening, referring, and identifying advanced and/or gifted scholars is equitable.

A schoolwide tracking system is utilized to maintain, disaggregate, and analyze CLSA state, district, and classroom data. Data analysis teams, including the AIG Coordinator/Gifted Specialist, Curriculum Resource Teacher (CRT), and administrators, utilize the data to improve identification processes and programmatic efficacy. The AIG Coordinator/Gifted Specialist meets with Professional Learning Communities (PLCs) on a regular basis to review data for scholars identified for the AIG Program or Talent Development/Nurturing and discuss scholars that may have been missed during screening and identification.

Each year, the AIG Coordinator/Gifted Specialist reviews state assessment data for all 4th – 8th grade scholars to identify scholars meeting the criteria set forth in the rubric featured in Standard 1, Practice B (1B).

The AIG Coordinator/Specialist is on the Multi-Tiered System of Support (MTSS) team to advocate for equitable identification throughout the building.

EC and EL teachers are on the AIG Advisory Board to advocate for equitable opportunities for English learners and twice-exceptional scholars.

* **Practice D**

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

All second-grade scholars will be screened using a nationally normed aptitude test like the CogAT in the spring. Scholars in kindergarten and first grade will be screened if they are working two or more grade levels above their same-age peers in reading according to assessments such as Fountas and Pinnell or DIBELS. Scholars in grades 3-8, who are referred and meet the criteria detailed in 1B, will be screened using a nationally normed aptitude test in the fall. Testing dates will be communicated with staff using a common school-wide calendar. The administration team will meet with the AIG Coordinator/Specialist to ensure scholars who are referred and meet the criteria are included in the appropriate screening and/or testing sessions.

The AIG Coordinator/Gifted Specialist will attend leadership meetings with the administration to share identification information.

Professional development opportunities will be provided to all staff members at the beginning of the school year. Topics addressed will include the AIG screening process, referral procedures, and the rubric for AIG identification. The plan for Concord Lake STEAM Academy will be monitored by the principal and the AIG Advisory Board.

The AIG Coordinator/Gifted Specialist will maintain screening and evaluation reports, as well as AIG identification rubrics, in the scholar's cumulative folder. AIG identification will be marked in PowerSchool. Scholars who are referred and/or tested but did not meet the criteria for AIG identification, as well as the second graders who are universally screened, will also have their screening and/or evaluation reports maintained in their cumulative folder.

The AIG Coordinator/Gifted Specialist will attend leadership meetings to share AIG screening, referral, and identification information in the fall and in the spring when screenings and/or evaluations are completed.

*** Practice E**

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

CLSA will disseminate information to school personnel, parents/ guardians, students, and the community-at-large in the following ways:

- Letters to parents/guardians sent home with the scholars participating in screening and/or evaluation
- Letters sent electronically to parents/guardians of scholars participating in screening and/or evaluation
- Hosting virtual and/or in-person information sessions for Second Grade parents/guardians and interested stakeholders to explain the universal screening process
- Including information regarding the screening, referral, and identification processes on the school's website
- Including a video on the school's website to explain the screening, referral, and identifications processes to all stakeholders.
- Disseminating the AIG handbook to staff members, so that they are aware of the processes in place at CLSA and can provide parents/guardians with informed responses, should questions be directed to them
- Hosting a virtual and/or in-person information session mid-year
- Developing a brochure to explain the AIG processes at CLSA. This will be available to prospective parents/guardians and provide information on the screening, referral, and identification processes at CLSA, as well as program highlights.

  Developing and disseminating a newsletter for classroom teachers in collaboration with the Curriculum Resource Teacher (CRT).

*** Practice F**

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

Results from screenings will be sent home with scholars for review by their parent(s)/guardian(s). Parent(s)/guardian(s) of scholars requiring additional evaluation or those identified will be invited to a meeting to discuss the screening and/or identification results, and the identification rubric to determine if the scholar meets the criteria for AIG identification or Nurturing. Scholars identified will have services discussed at the same results meeting. Parents/guardians will receive a copy of all screening and/or testing results for the scholar, as well as their Differentiated Education Plan (DEP) if created. A copy of the DEP will also be maintained in a secure folder housing all CLSA DEPs. A notation will be included in the

scholar's cumulative folder if a DEP is present. A copy of the DEP will be sent home annually, and the original will be kept at school. DEPs from previous years will be maintained by the AIG Coordinator/Gifted Specialist and will be destroyed upon a scholar's withdrawal from CLSA.

*** Ideas for Strengthening the Standard**

- Provide professional development opportunities for staff to expand understanding of giftedness, address any misconceptions about various sub-groups, and encourage equitable identification practices.
- Consistently monitor the CLSA's clear and comprehensive guidelines for screening, referral, and identification procedures.
- Conduct internal auditing of AIG school records to ensure screening, referral, and identification processes are implemented consistently across CLSA.
- Hold open interest meetings for grades K-8.
- Work with an interpreter during EL parent/guardian meetings.
- Translate all written materials into the scholar's native language.
- Establish virtual and/or in-person meetings in different languages based on community needs.
- Partner with EC staff, EL staff, and Title 1 staff to provide opportunities for scholars to show strengths that may lead to AIG identification.
- Advertise procedures in a public setting, including community settings and all-call alert systems.
- Create an intentional timeline for ongoing parent/guardian communication to create a culture of expectation around information sharing.

Planned Sources of Evidence

* Concord Lake STEAM Academy Rubric
* Testing Schedule in AIG Binder
* Parent/Guardian letters informing them of testing
* Identification in PowerSchool

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 1 Additional Resources	N/A	Talent Development Rubric 2022-2025

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Standard 2: Comprehensive Programming within a Total School Community

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

* **Practice A**

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

K-2 scholars will be nurtured. The Gifted Specialist will use a combination of teacher recommendation, observations conducted by the Gifted Specialist, NC DPI assessments, and additional assessments such as DIBELS to identify scholars in need of services delivered in a pull-out setting.

Scholars in grades 3-8 will also have the opportunity to be nurtured if they score an 80% or higher on an achievement test such as the EOG or Iowa and/or an 80% or higher on an aptitude test but are not identified for AIG using the portfolio process. They will be integrated into groups based on their strengths.
Whenever possible, scholars work with the Gifted Specialist during their Success Time as part of the MTSS model of our school.

The AIG Coordinator/Gifted Specialist will provide all teachers, specialists, and the dean of students with access to information on scholar Differentiated Education Plans (DEPs) once they are created. The AIG Coordinator/Gifted Specialist will meet with the teachers to ensure they are notified of identified scholars 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 scholar's cumulative folder to ensure all relevant stakeholders have access to their information.

The AIG Coordinator/Gifted Specialist will give direct and indirect support for the regular classroom teachers and other school and instructional staff by:

- Attending PLCs to share resources and support their scholars who need acceleration. This will be ongoing throughout the school year.
- Working with teachers who have clustered classes to accelerate content as needed. Clustered classrooms will consist of 4 to 6 scholars with similar identification. Content acceleration will be based on benchmark data, as well as classroom assessment that shows the scholar's mastery of the standard.

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Grade Span	Academically Gifted	Intellectually Gifted	Academically and Intellectually Gifted	Additional information

K-2	* AG scholars 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. AM scholars will work with the Gifted Specialist 2 times a week for 30 minutes in math. AR scholars will work with the AIG specialist 2 times a week for 30 minutes in reading.	* IG scholars will work on projects of interest 2 times a week for 30 minutes or participate in 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 strength and STEAM activities will be incorporated into the curriculum.)	* Academically and intellectually gifted scholars 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.	* Academically gifted math students will work with the AIG specialist 2 times a week for 30 minutes in math. Academically gifted reading students will work with the AIG specialist 2 times a week for 30 minutes in reading.
3-5	* AG scholars 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. AM scholars will work with the Gifted Specialist 2 times a week for 30 minutes in math. AR scholars will work with the AIG specialist 2 times a week for 30 minutes in reading.	* IG scholars will work on projects of interest 2 times a week for 30 minutes or participate in 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 strength and STEAM activities will be incorporated into the curriculum.)	* Academically and intellectually gifted scholars 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.	* Academically gifted math students will work with the AIG specialist 2 times a week for 30 minutes in math. Academically gifted reading students will work with the AIG specialist 2 times a week for 30 minutes in reading.

6-8	* Middle school scholars will have the opportunity to be placed in honors classes. AG scholars 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. AM scholars will work with the Gifted Specialist 2 times a week for 30 minutes in math. AR scholars will work with the AIG specialist 2 times a week for 30 minutes in reading.	* Middle school scholars will have the opportunity to be placed in honors classes. IG scholars will work on projects of interest 2 times a week for 30 minutes or participate in 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 strength and STEAM activities will be incorporated into the curriculum.)	* Middle school scholars will have the opportunity to be placed in honors classes. Academically gifted scholars 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.	* Middle school scholars will have the opportunity to be placed in honors classes. Academically gifted math students will work with the AIG specialist 2 times a week for 30 minutes in math. Academically gifted reading students will work with the AIG specialist 2 times a week for 30 minutes in reading.
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 gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel based on student needs.

The AIG Coordinator and/or Gifted Specialist will address the social/emotional needs of gifted learners in the following ways:

- Read and discuss books such as “The Perfect Egg” with K-3 scholars. Discussion topics may include concepts of perfectionism and other social and emotional needs of gifted learners.
- Read and discuss Jacob’s Ladder social and emotional books with 4-8 scholars.

- Engage in project/problem-based learning using the scholars' DEPs to guide the topics addressed.
- Develop each scholar's DEP include a social/emotional goal, in additional to their academic goal(s).
- Give strategies to parent(s)/guardian(s) when discussing the social/emotional goal.
- Give scholars strategies from resources like "The Survival Guide for Gifted Kids" by Judy Galbraith.
- Meet with the dean of students to discuss the social and emotional needs of the identified scholars.
- Bring social and emotional issues of scholars to the MTSS team for further problem-solving and intervention planning.
- Meet once a quarter or as need in PLCs to share tools and resources that support the social and emotional needs of AIG scholars with teachers.

* **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 the leadership team meetings, PLCs, and MTSS team meetings to advocate for gifted scholars. Active participation in these meeting will address the needs of gifted learners by discussing the impact of the curriculum, finances available, etc. on programmatic efficacy.

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

* **Practice D**

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

Grouping practices are conducted at the end of the school year. During which time, teachers are given cards to document the services their current scholars receive, including AIG services. These cards are utilized when creating classes for the following school year. The AIG Coordinator/Gifted Specialist is an active participant in the discussion of grouping scholars

and advocates for the clustering of scholars with similar identification (AM scholars will be placed together, AR scholars will be placed together, etc.) AG, IG, and AIG scholars are added to classroom clusters based on their strengths and numbers. Data used to group scholars includes benchmark data such as: EOG, NC DPI assessments, iReady, DIBELS, classroom assessments, etc. Grouping occurs after assessment data is received and analyzed. A spreadsheet is used to document scholar grouping. Scholars who need enrichment will either work with the Gifted Specialist and/or will be given work such as choice boards and STEAM projects to further their knowledge. Groupings may be reevaluated throughout the year on an as needed basis. The AIG Coordinator/Gifted Specialist is included in that on-going discussion.

* **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 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 Gifted 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.

Videos will be created for staff members, as well as parents/guardians, that will discuss the AIG programs and services. The videos will be posted on the school's website for easy access to all stakeholders.

* **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 administration/leadership team to discuss AIG services within the school any programmatic updates.

The Gifted Specialist will provide notification of scholar services to instructional staff at the beginning of the year. The Gifted Specialist, regular education teacher, and dean of students will discuss any social and emotional needs that the scholar may have. As scholars move from grade-to-grade, communication about the scholars' academic and social/emotional needs will be communicated to the teachers by the Gifted Specialist, so that the new teachers will be

prepared at the beginning of the year for scholars in grades K-8. The school-wide data sheet will also indicate a scholar's identification or if they are nurtured.

For rising 9th grade scholars, the dean of students will communicate with the receiving school the academic and social/emotional needs of that scholar. The dean of students will coordinate an interest meeting for rising 9th graders to learn about local high schools and the programs they offer.

* **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.

Early admission to kindergarten will be granted to scholars who receive outside testing and are rated as gifted by a licensed psychologist. Scholars who score a 90% on the kindergarten pre-screener given at the beginning of the year will also be considered for early entry into kindergarten at CLSA.

CLSA scholars performing two or more grade levels above their same-age peers in both reading and math will have the opportunity to be rated on the Iowa Acceleration Scale. If they meet the criteria as detailed on the formal measure, they will advance to the next grade level. Scholars performing two or more grade levels or more above their same-age peers in a single subject area such as reading or math will accelerate just for that subject area. Data from benchmark assessments such as the iReady assessments, NWEA and DIBELS will be used to help determine whether a scholar would be a good fit for grade level or single subject advancement.

The Gifted Specialist will work with the regular education teachers to compact the curriculum for scholars who have mastered 80% or more of the material covered in the math and/or reading pre-assessment given by the teacher.

* **Practice H**

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

The 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 scholars. The Gifted Specialist will pull scholars who are showing signs of giftedness to work on different programs such as Junior Great

Books and Jacob's Ladder to support the development of their critical thinking skills. NC DPI data such as DIBELS and EOG scores, district assessments such as iReady and NWEA, and teacher observations are utilized to determine scholars who will be pulled throughout the building.

All second-grade scholars participate in a universal screening using a nationally normed test such as the CogAT assessment.

EOG and BOG data will be evaluated for grades 3rd- 8th to identify scholars who scored an 80% or higher in math and/or reading to be pulled out for enrichment activities.

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

The Gifted Specialist will partner with EC and EL teachers to discuss the needs of 2E and EL scholars and develop programming to meet their needs.

CLSA offers an optional summer bridge program for scholars. This provides scholars with an opportunity to front-load and show their potential. Scholars will have the opportunity to participate in project/problem-based learning during the program.

Opportunities such as the leadership club will also be given out to scholars who have demonstrated leadership abilities, as well as National Junior Honor Society for the middle school scholars.

Talent programming data will be analyzed during the year at leadership meetings, PLCs, and the AIG advisory board meets to educate stakeholders and reframe the lens of the people involved/shift their mindsets.

* **Practice I**

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

CLSA offers after school clubs based on the interested of the scholars and teacher experience. Clubs currently offered (subject to change) include: Lego club, Minecraft club, dance club, leadership club, and game club. Scholars in

kindergarten to 8th grade can participate in clubs of interest. National Junior Honor Society is also offered to select middle school scholars who meet the criteria.

CLSA looks to expand its existing partnerships and develop new partnerships. The 4H club is a new partner. They support with project-based learning with the scholars once a week during CLSA's summer bridge program. During the school year, a representative presented to scholars where to locate STEM kits for free at the local library. The Kannapolis Fire Department partners with CLSA to engage in read aloud activities with the scholars.

*** Ideas for Strengthening the Standard**

- Ensure collaboration with EC to consider the needs of IEP/504 for twice exceptional scholars and LIEP for an English learner.
- Provide service delivery options which vary in duration and intensity and may occur during scheduled periods designated for intervention and/or enrichment such as part of an MTSS.
- Develop a range of services to ensure social and emotional needs are addressed within each grade level, classroom environment and setting.
- Establish an AIG support team, inviting key stakeholders such as teachers, counselors, other instructional support staff, and administration to focus on and plan for social and emotional needs of gifted learners.
- Match area mental health professionals or community agencies that specialize in social and emotional wellbeing with guidance counselors to promote ongoing learning or professional development that supports the unique needs of gifted scholars.
- Develop a task force to review/create policies and practices when serving twice exceptional (2e) children and English learners.
- Analyze current AIG scholar achievement and growth data to inform grouping practices and procedures at CLSA.
- Work with the MTSS team to discuss and plan configurations of flexible groups within the classroom, which can be further supported by additional time in the master schedule specifically devoted to intervention, enrichment, extension and acceleration beyond gifted services outline in the DEP.
- Provide a "District Plan 101" for CLSA that covers the AIG plan specifics.
- Provide AIG personnel specific time to discuss delivery of differentiated services and instruction for AIG scholars within an MTSS and additional opportunities to communicate and collaborate with stakeholders who can support the AIG program.

- Develop a personalized plan such as an IDEP based on scholar needs to support subject and/or grade acceleration that might include: a long-term plan for future coursework and programming.
- Have inter-departmental conversations to identify and implement practices to broaden access to advanced learning opportunities and services for scholars from under-represented AIG populations.
- Create a survey to gather feedback directly from scholars of under-represented populations to discuss additional service options that are needed outside of traditional services.
- Provide more opportunities beside the summer bridge to front load experiences to close the opportunity gap.
- Offer academic extra-curricular during the school day and offer more academic extra-curricular opportunities after school that are engaging. Then give an opportunity to showcase what they have learned.

Planned Sources of Evidence

* PowerPoint for RTO
* Attendance for RTO
* PLC Meeting Attendance
* AIG specialist planning book

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 2 Additional Resources	N/A	AIG Presentation to Staff for RTO

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Standard 3: Differentiated Curriculum and Instruction

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

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

Scholars in grades K-2 will be given extension, enrichment, and acceleration activities using choice boards created by the classroom teacher and/or Gifted Specialist. The North Carolina Standard Course of Study (NCSCOS) will drive the work created for these scholars. Scholars will be grouped based on their ability when they are completing these activities.

Teachers in grades 3-8 will administer pre-tests in math and reading to idenitify scholars needing the curriculum to be compacted based on the NCSCOS. If a scholar scores an 80% or higher on a classroom assessment, the regular education classroom teacher will work with the Gifted Specialist to compact their curriculum. This will allow the scholar to go deeper in the subject area or work on a STEAM project. Scholars who score an 80% or higher will be grouped with classmates that are also having their curriculum compacted in a particular area. The Gifted Specialist will meet with teachers weekly during their common planning time to look at data, create groups, help with differentiation, and discuss compacting the curriculum.

6-8 grade scholars will be enrolled in honor classes in reading and/or math if they are identified and are high achievers in math and/or reading.

* **Practice B**

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

Instructional practices currently in teachers' repertoire are at CLSA are:

- Reading Workshop
- Guided Reading
- Math Workshop
- Inquiry based social studies and science.
- Project and Problem Based Learning
- Book Clubs

The Gifted Specialist will attend grade level PLC's to provide support to regular classroom teachers in employing effective instructional practices such as Paideia Seminars and Literature Circles.

Interest surveys such as the Interest-A-Lyzer and "If I Ran The School" will be given at the beginning of the year and in the spring to scholars. Data obtained from the surveys will be used when planning curriculum. Scholar suggestions provided throughout the year will also be taken into consideration when curriculum planning.

* **Practice C**

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

When working with scholars in grades K-2 the Gifted Specialist will use materials such as Junior Great Books, Jacob's Ladder, Primary Grade Challenge Math, and Performance-Based STEM projects.

When working with scholars in grades 3-5 the Gifted Specialist will use materials such as Jacob's Ladder, Challenge Math, Philosophy for Kids, and Project/Problem Based learning activities.

When working with scholars in 6th-8th grade the Gifted Specialist will use materials such as Jacob's Ladder, Challenge Math, Philosophy for Kids and Project/Problem Based learning activities.

CLSA will continue to obtain quality classroom libraries of fiction and nonfiction that support reading working for advanced learners, as well as other scholars.

Jacob's Ladder, Junior Great Books and Challenge Math are researched based materials designed for scholars who are accelerated in reading and math.

* **Practice D**

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

CLSA regularly provides opportunities for critical thinking, collaboration, creativity, leadership and curiosity using problem-based learning using programs such as Defined Learning in K-8th grade.

Instructional Focus Calendars (IFCs) are developed by CLSA's administration and Charter Schools of USA – North Carolina's state team. IFCs are used as a pacing guide for teachers to follow when developing their lessons.

Coding is introduced in grades K-5 in technology and STEAM class and is a choice for middle school scholars.

Gifted and high achieving scholars are provided opportunities to have discussions and dialogue with like-minded peers using scholar seminars after reading.
Philosophy for Kids is incorporated into the gifted curriculum for 5th – 8th grade scholars.
Real world scenarios are often used with high achieving and gifted scholars in math in grades 3-8. This enables scholars to work through problems using the NCSCOS and develop an understanding of how the content being learned in the classroom applies to the real world. Materials such as Zacarro math and 25 Real Life Math Investigations are regularly used.

* **Practice E**

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

Prior to teaching a new concept or skill, teachers administer a pre-assessment. Data is used to create groups, inform teaching, and/or compact the curriculum for scholars demonstrating mastery of 80% or more of the content. Teachers are

trained at the beginning of the year to analyze data present in PLCs and inform decisions using the data. The CRT(s) and administrators present the data at the beginning of the year with the teachers to train them on identifying and investigating trends, as well as developing flexible grouping driven by the available data. The data includes EOG scores, DIBELS, iReady diagnostics, NWEA, classroom assessments, etc.

Throughout the year, the Gifted Specialist will participate in data focused PLC meetings to discuss the needs of gifted scholars, flexible grouping, and/or developing more challenging activities based on the data reviewed. All data from formative and summative assessments are kept on a school-wide data sheet that is updated annually by the Assistant Principal and classroom teachers.

District assessments inform teachers of individual scholars strengths and weaknesses in reading and math. Teacher use this data to group their scholars by their developing skills and develop lessons to meet the scholars' needs.

The Gifted Specialist uses the following formative assessments to support with differentiation, lesson planning, and grouping for gifted scholars:

- Teacher observation and anecdotal report shared during PLCs
- Growth measured through classroom data
- Student work samples
- Intervention data

* **Practice F**

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

Character education is a school-wide expectation for all scholars at CLSA.

K-5

Character education takes place the first 15 minutes of each day during "Morning Meeting." During this time frame, teachers use resources such as "7 Habits of Happy Kids" to engage in discussions to address the social/emotional needs of their scholars.

6-8

Character education takes place in the last 20 minutes of each day. Teachers use a common, school-wide social/emotional curriculum such as Attitude is Altitude (AiA) or “7 Habits of Effective Teens.” Middle school teachers may also choose to hold a class meeting to discuss different issues the class may be experiencing.

The AIG Coordinator/Gifted Specialist will offer a book study for classroom teachers who are interested in learning more about gifted scholars. The book study will discuss characteristics of gifted scholars and the social/emotional needs of gifted scholars. Examples of resources that may be used include “Teaching Kids in Today’s Classroom,” “On the Social and Emotional Lives of Gifted Children,” and “Mindsets in the Classroom: Building a Growth Mindset Learning Community.”

The Gifted Specialist will also list resources for parents/guardians on the CLSA website. This may include books such as “Parenting Gifted Children: The Authoritative Guide from the National Association for Gifted Children,” articles, or select excerpts based on the needs of the scholars and/or parents/guardians during the school year.

The Gifted Specialist will collaborate with the dean of students to support the development of social/emotional projects such as lunch bunch or mediation counseling.

* **Practice G**

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

Based on formative assessments data, K-2 scholars participate in leveled reading groups and receive targeted instruction differentiated for their needs. Identified K-2 scholars may have opportunities to participate in reading or math groups with classes that are one or two grades above their assigned grade level.

K-3 scholars are nurtured. The Gifted Specialist work with nurtured scholars to develop their skills in deductive reasoning, reading comprehension, and critical thinking skills in a pull-out setting.

K-3 teachers receive support from the Gifted Specialist during PLCs to differentiate their curriculum and instruction and discuss best practices for scholars identified or demonstrating gifted characteristics.

* **Practice H**

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

The Gifted Specialist will work with the CRT to ensure differentiation occurs across all grade levels and expectations are clearly communicated to all instructional staff.

The Gifted Specialist will meet during grade level PLC meetings throughout the school year to collaborate with regular education teachers, help accelerate and/or compact the curriculum, and assist with creating rubrics, choice boards, literature contracts, and problem/project-based curricula.

The Gifted Specialist will use the questions below or a similar question to assist teachers with reflecting on differentiation for the gifted learner:

- Are gifted scholars able to accelerate when needed?
- Do gifted scholars have regular opportunities to expand upon their areas of interests and strengths?
- Are gifted scholars encouraged to extend learning beyond the basic level of understanding?
- Do gifted scholars have an opportunity to NOT succeed with ease in order to develop their talent and potential?

The Gifted Specialist will have communication with the EC teachers and EL teachers to ensure the needs of twice-exceptional and EL scholars are not overlooked.

Professional development that models collaboration will continue to be offered.

* **Practice I**

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

At the beginning of the school year teachers will be trained on CLSA's criteria for the identification of scholars.

When a scholar meets the criteria for identification, parent(s)/guardian(s) will be asked to meet with the AIG Coordinator/Gifted Specialist to discuss the data and the strengths of their child. Administration, classroom teachers, and any other personnel involved with the scholar will also be asked to attend the meeting. The parent(s)/guardian(s) will be introduced to the rubric used and the possible identification of the scholar. The AIG Coordinator/Gifted Specialist review the types of services offered at CLSA. Parent(s)/guardian(s) may ask any clarifying questions, before making the determination to continue with the identification process for their child. If the parent(s)/guardian(s) decides to continue with the process, the AIG Coordinator/Gifted Specialist will review the DEP with the team and discuss the services that would best fit the scholar this school year. The AIG Coordinator/Gifted Specialist will send home a copy of the completed DEP, once all parties involved have signed, for their records. Parent(s)/guardian(s) will be informed that a record will be made on that date in PowerSchool and the original DEP will be housed in a centralized location with a notation in the scholars cumulative folder indicating that the scholar has a DEP.

Services:

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

After the initial placement, the Gifted Specialist will meet with parents/guardians, administration, classroom teachers, and any other personnel involved with the scholar at the beginning of each school year to review and amend the DEP, as needed, and discuss the scholars services for the year. A copy of the newly completed DEP will be sent home, once all parties involved have signed, for their records. The original will be housed in a centralized location. Parents/Guardians can request to meet with the AIG Coordinator and/or Gifted Specialist throughout the year to discuss services or any other needs of their child.

Scholars will meet with the AIG Coordinator/Gifted Specialist to discuss their DEP annually. They will be asked to develop an academic goal and a social/emotional goal each year.

An AIG progress report will go home with parents/guardians twice a year in coordination with the second and fourth quarter report cards. Progress reports will include information regarding whether services should continue onto the next year based on the child's progress throughout the year.

The AIG Coordinator/Gifted Specialist will collaborate with the EC and EL teachers to ensure they are included in IEP and LIEP meetings for twice-exceptional and EL scholars. IEPS and/or LIEPs may be used as the AIG DEP for the scholar, or as a support document for the scholar.

*** Ideas for Strengthening the Standard**

- Implement a consistent plan of content-based units for each grade level. Utilize content replacement as a strategy to accelerate advanced learners.
- Seek out more opportunities to apply learning in real life context such as Model UN and GeoCoaching. Build resources to be checked out by regular education teachers.
- Collaborate with the EL teacher to provide teachers with examples of questions, scenarios, and models of teaching rigorous curriculum when working with gifted EL scholars.
- Identify a menu of modifications and accommodations to ensure support and services are provided to address the 2E scholar's strengths and challenges.
- Offer summer camp for rising 4th-8th grade scholars around a specific instructional theme.
- Create a unit study around the book "What it Means to be Gifted" for 3rd – 5th grade scholars.
- Develop units of study that intentionally support the social and emotional development of AIG children.
- Create blended learning for K-8 scholars by using 1:1 technology to create personalized learning environments through accelerated pacing and differentiation.
- Partner with the community to promote future ready skills by having real world scenarios and community service-learning projects.
- Create a lunch time book club where the scholars can have discussions in middle school.
- Create a way to group scholars flexibly based on readiness, interest and comprehensive learner profiles. Create portfolios with scholar's best work to share with parent/guardian at the DEP meetings from the year.

Planned Sources of Evidence

* AIG Specialist's Plan Book
* The book "Teaching Gifted Kid's in Today's Classroom" as well as the other books listed.
* Choice boards
* IFCs
* Attendance sheet from MTSS meetings

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 3 Additional Resources	N/A	Concord Lake STEAM Academy DEP

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Standard 4: Personnel and Professional Development

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

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

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:

- Overseeing the screening, referral, and identification process
- Maintaining documentation of scholar identification evidence and services provided
- Meeting with parents/guardians and other stakeholders to develop the DEP for each identified scholar
- Lead the AIG Advisory Board meetings throughout the year and ensure meetings occur at least 3 times a year.
- Providing leadership for the needs of AIG learners
- Implementing the program services with the K-8 scholars at CLSA
- Participating in professional development opportunities, including regional and other statewide meetings to support the gifted program
- Developing, monitoring, and evaluating the local AIG plan
- Providing professional development and resources regarding gifted and advanced scholars to the instructional staff
- Developing partnerships with families to support the AIG program
- Advocating for AIG scholars during PLC meetings to ensure the needs of gifted learners are being met consistently across CLSA

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

The AIG Coordinator assists in identification, assessment process and placement of each scholar.

The AIG Coordinator's role is divided between coaching teachers in the best practices for AIG instruction, providing professional development addressing AIG practices, helping to differentiate lessons and assignments, teaching scholars in small pull-out groups or push in situations, and administrative responsibilities for the program. All of the work indirectly or directly addresses the needs of advanced learners.

The AIG Coordinator at Concord Lake STEAM Academy is also the Gifted Specialist. The AIG Coordinator/Gifted Specialist serves scholars in grades K-8.

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

Academic
- Compacting the Curriculum Subject Acceleration
- Working with PLCs to look at date when flexibly grouping scholars

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

Social/Emotional
- Working with parents/guardians to gather information on the DEP
- Providing articles on our website about social/emotional needs of gifted scholars
- Working collaboratively with the dean of students to address needs found by parents and teacher observations

- Using Williams and Mary Jacob's Ladder Social/Emotional texts and ladders

The Gifted Specialist will promote a variety of professional development opportunities such as the webinars that are given at University of Connecticut that are geared towards gifted education. The 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 lead to ensure that AIG is included on 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 surveys classroom teachers at the beginning of each school year to determine content interest regarding gifted education and professional development modality preference of the staff. The AIG Coordinator creates professional development based on the survey responses using resources such as "Teaching Gifted Kid's in Today's Classroom" by Dina Bruelles, 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.

* **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.

CLSA will cluster group scholars throughout first through eighth grade classes. Scholars in grades 1-2 will be grouped according to whether they receive talent development from the Gifted Specialist. Scholars will be grouped by their identification in grades 3-8. Clusters will be 4-6 scholars depending on the grade level. When possible, scholars in a cluster group will be placed with a teacher who has participated in gifted professional development beyond what has been given at CLSA. Scholars will be placed with a teacher that has a strength in the area that the scholar is identified. Scholars who are placed in a classroom will be monitored to determine whether it was a good placement for those scholars. This will be

done through the school wide data sheet. Data will be shared with administration and will determine if the teacher receives a similar cluster next year.

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

The Gifted Specialist will provide regular education teachers and support staff professional development on topics such as differentiation, characteristics of gifted scholars, and social/emotional characteristics of gifted scholars throughout the school year based on the feedback from the surveys given.

CLSA will invite UNCC to come and speak with the teachers each year during a staff meeting to talk about the coursework that will allow regular teachers to earn their add-on licensure for gifted education.

The Gifted Specialist will work with the School Operations Administrator (SOA) to help filter candidates who have AIG Licensure or Gifted Certification outside of North Carolina.

The Gifted Specialist will help develop questions to be added to the interview process to gauge candidates' understanding and ability to meet the needs of gifted scholars and advanced learners.

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

The AIG Coordinator/Gifted Specialist will partner with administration and the CRT to develop and implement a plan for professional development. Discussion will include the state of the school regarding equity and excellence. Professional development options for the teachers to choose from will be based on the greatest need Professional development opportunities will be shared with the staff through a school wide calendar. Additional professional development opportunities may be added to the calendar as needs arise.

CLSA will continue the efforts already underway by the school and CSUSA regarding equity and excellence among its scholars.

CLSA will utilize the Call-to-Action Guidebook provided by DPI to support our goals along with the resources developed by the CRTs, Gifted Specialist, etc.

* **Practice G**

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

The AIG Coordinator/Gifted Specialist will work "to be at the table" by:

- Discussing professional development of staff with the leadership team (administration and CRTs)
- Serving on different committees in the school such as MTSS, BTSP (beginning, teacher support person), SIT (School Instructional Team) and PBIS team.
- Collaborating with the Dean of Students on ways to help support the social and emotional needs of gifted scholars
- Collaborating with the EL and EC teachers to help support scholars who may be gifted and EL and/or EC
- Providing professional development with a variety of topics addressing the needs discussed.

The AIG Coordinator/Gifted Specialist will connect the needs of gifted learners with the School Improvement Plan by making sure that the Gifted Specialist is an active member and is working towards the same goal as the school.

The AIG Coordinator/Gifted Specialist will use Booster shots created by DPI on various topics as a way for teachers to learn more about gifted education and be seen as a teacher who would do well with having gifted learners in the classroom.

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 webinars that are given by the University of Connecticut on various topics in gifted education.

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

* Ideas for Strengthening the Standard

- Develop a support system for the AIG program to ensure effective leadership and program improvement because of the dual roles of the AIG Coordinator at CLSA.
- Collaborate with support staff to on differentiation such as differentiation techniques, brain-friendly strategies, scholar data analysis to inform instruction, etc.
- Ensure that all educators receive professional learning on gifted EL and EC scholars.
- We will talk with the board that governs CLSA about formally recognizing completing AIG licensure or completing LEA requirements at one of their meetings.
- We will investigate a way for providing financial support for teachers who earn an AIG add-on license or possibly help with coursework, so that they can take the Praxis.
- We will provide local professional development to prepare teachers and other support staff to earn AIG licensure through the Praxis exams.
- We will analyze staff needs to strategize during the hiring process.
- We will analyze data to identify the needs of personnel with regards to realizing equity and excellence in gifted education.
- The Gifted Specialist will create an AIG 101 professional development that will cover topics such as characteristics of gifted scholars, instructional practices that best support gifted learners, current research on gifted education and the social and emotional needs of gifted scholars.
- The Gifted Specialist will build in time for coaching, implementation and reflection of professional development with the teachers after it is given to ensure that they understand how to implement it in their classroom.
- The Gifted Specialist will provide exemplar lessons illustrating the theory and concepts that were taught during a professional development to help with AIG coursework to help with differentiation.
- The Gifted Specialist will integrate the perspective of gifted education throughout all professional development given throughout the school year.

Planned Sources of Evidence

* PowerPoint of Professional Development

* Attendance/feedback from Professional Development with topic
* Teacher/Parent/Scholar Surveys
* AIG Binder with the different program standards

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 4 Additional Resources	N/A	DRAAW+C Professional Development

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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 scholars. Some examples of community events that have taken place include the Black History Program, Hispanic Heritage Night, Cozy Up with a Book, and EOG night where all stakeholders were invited to participate in learning. To encourage participation food trucks are invited to come out and their presence is advertised leading up to the event. These events are open to as many grade levels as possible.

To engage parents/guardians/family members the AIG specialist will send out a survey at the end of the school year to illicit feedback regarding family involvement in the AIG program. Current options for parent/guardian/family involvement include AIG Advisory Board, AIG Parent Advisory, 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 or voice any concerns and/or celebrate successes. Events, activities and successes will be shared in a parent/guardian newsletter that

is distributed once a month to parents/guardians. These are also opportunities for parents/guardians to provide anecdotal feedback.

The AIG Coordinator/Gifted Specialist will work with the enrollment officer 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 and articles for parents/guardians on gifted educaiton.

* **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 work with the school'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 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:

- Beginning a partnership with UNCC to speak with teachers about the AIG-add on licensure program every year, so that all teachers can have the opportunity to inquire about and gather information needed to consider the pursuit of an add on licensure in gifted education.
- Partnerships with Dr. Gilson or other professors at local universities to discuss topics such as enrichment clusters, etc. that will enable us to continue improving the ability to meet the needs of our gifted and high achieving 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 in including all stakeholders in decision making in creating our plan. Through surveys and test data analysis we sought data from school constituents including scholars, parents/guardians and teachers. The current program was designed in response to that data.

Each year the program's offering, policies and action plan are created through collaboration between the AIG Coordinator, faculty and Concord Lake STEAM Academy stakeholders (which includes parents/guardians and a community member). The AIG Advisory Board meets at least 3 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.

In order to increase participation in the AIG Advisory Board parents/guardians, staff members and community members have the option of joining us via Zoom. Technology needed to provide a video conferencing opting is provided by the school to aid in collaboration, so that all stakeholders can access the information being presented.

Before each meeting the AIG Coordinator/Gifted Specialist will reach out to AIG Advisory Board members to let them know what the topic of conversation is, so that they are prepared for the meeting. To keep the meeting on track the AIG Coordinator/Gifted Specialist will create a meeting agenda to help with focusing the meeting and providing structure.

After the meeting is completed all AIG Advisory Board members will receive notes from the meeting. The notes will be posted on the CLSA website.

Each year, the program evaluation includes feedback from scholars, parents/guardians, faculty and other relevant stakeholders.

* **Practice D**

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

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

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

To develop new partnerships and maintain existing, Concord Lake STEAM Academy will continue regular updates to the website. This will include information on identification, services, and assessment. A video will be created and posted on the website to inform parents/guardians about the identification process. In addition, a meeting will be held for parents to address their concerns listed on the survey. Some of the meeting topics may include project/problem-based learning and the social/emotional needs of gifted scholars. Informal surveys to gauge parent/guardian interest needs will continue throughout the year.

A brochure will be created for prospective parents/guardians with information about the AIG processes at CLSA. These brochures will be disseminated to proscpective parents/guardians through the Enrollment Officer.

Stakeholders are informed in the following ways:

- Administrator presents action plan and progress to the Board of Directors each Spring.
- AIG Coordinator meets with Concord Lake STEAM Academy Stakeholders (staff, parents/guardians and scholars) at least 3 times annually. A reminder will be posted on the AIG specialists' newsletter each month updating parents/guardians on any up-and-coming events, so that they can mark it 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 will be updated on the school's website. The plan will also be available on the school's website for all stakeholders to view.

CLSA will create a handbook for parents that will be emailed to parents of identified scholars and will be posted on our school's website for parents/guardians and all other stakeholders. The handbook will include information about CLSA's plan, policies that are related to gifted education and a glossary of acronyms.

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 questions that they may have at least once a year.

CLSA will share opportunities with families about events, guest speakers, informational sessions, articles and camps. This will be done through the virtual newsletter that is sent each month to the identified parents/guardians. Articles will also be available for parent/guardian viewing as well as other stakeholders.

*** Ideas for Strengthening the Standard**

- Create a partnership/advocacy group consisting of parents/guardians and other partners to support the needs of gifted learners by creating a PAGE chapter.
- The AIG Coordinator/Gifted Specialist will seek support for new and additional programming options and services for gifted learners by providing clear and concise information about the needs of gifted learns to various parent/guardian networks.
- The AIG Coordinator/Gifted Specialist will collaborate with the leadership team to share successes and seek further strategies to bring in parent/guardian/family engagement/involvement partnerships.
- CLSA will work to establish a collaborative and strong partnership with families of English Learners, communities and scholars, so that we can dismantle any language barriers that may keep them from participating in opportunities in the AIG programs.
- Reach out to organizations of higher learning to partner with to give professional development to the staff. Some of the organizations may include North Carolina Association for the Gifted and Talented (NCAGT) and the National Association for Gifted Children (NAGC). Possibly reach out to Rowans-Salisbury to come out and do projects with our scholars.
- Reach out and develop a partnership with local IHE's to support grants or research opportunities that will help strengthen CLSA's AIG program.
- CLSA will continue to recruit parents to join the AIG Advisory Board, so that it reflects the diverse population of the AIG scholars at our school.
- CLSA will continue to try and recruit community stakeholders to join the AIG Advisory board to increase community support the for the AIG program.
- CLSA will investigate providing childcare for AIG Advisory Board meetings to help with parents/guardians being able to participate in the meetings in person. The AIG Coordinator will reach out to the NJHS advisor to see if any scholars would be willing to watch scholars during the meeting.
- CLSA will provide an interpreter to come to the meeting to help with parents/guardians who may speak another language, so that they can fully participate in the meeting and get their voice heard.
- CLSA will contact the local newspaper as well as the CSUSA paper to showcase different events and successes of AIG scholars in and out of the classroom.
- CLSA will work to translate all documentation into the appropriate language when families attend events at the school. The language needs will also be shared with any organizations that we partner with, so that they can translate any materials they may have in the parent/guardian's native language.

- CLSA will work to translate the video produced on identification into Spanish and possibly other languages based on the needs of the student population.

Planned Sources of Evidence

* Brochure for prospective parents/guardians
* Concord Lake STEAM Academy website
* Attendance Sheets from AIG Advisory Board Meetings

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 5 Additional Resources	N/A	Concord Lake STEAM Academy Website Brochure for Prospective Parents

Concord Lake STEAM Academy (13D) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 6: Program Accountability

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

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

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

- Surveyed parents/guardians and teachers to look at data several times a year to see where we could improve.
- Surveyed scholars in grades 3-8.
- Contacted parents/guardians, teachers, building administration, CSUSA state team member and community member to be on the AIG Advisory Board.
- Met as an Advisory Board several times starting in September of 2021 to discuss standards 1-6 given by the state.
- Sent out meeting notes were sent out to Advisory Board members following the meetings.
- Posted AIG Advisory Board meeting notes on the school's website with opportunities to provide feedback.
- Presented CLSA's 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.

*** 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 quarterly to monitor data, discuss the implementation of the plan and discuss any updates relevant to stakeholders. The advisory board members will be given a copy of the plan to use as a reference at the meetings.

The AIG Coordinator/Specialist meets regularly with the leadership team and classroom teachers to review implementation of the annual action plan and scholar performance data. The evaluation summary is submitted to the school's leadership team and the Board of Directors.

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

*** 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 focusing 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 Dina Brulles, Ph.D and "On the Social and Emotional Lives of Gifted Students" by Tracy L. Cross.

The funds are also used for classroom materials for gifted and high -flying students that work with the AIG Coordinator/Gifted Specialist. These books include, but are not limited to the Challenge Math Series by Edward Zaccaro , the Jacob's Ladder Reading Comprehension Programs by Joyce L. VanTassel-Baska Ed.D and Tamra Stambaughn, Ph.D. and the "10 Performance- Based STEM Projects" series for the different grade spans by Todd Stanley.

Funds are also used for professional development for the AIG Coordinator/Gifted Specialist. Some of the professional development has included Confratute at UCONN and the NCAGT conference held in March.

Funds allocated by the state are also used to purchase licenses for aptitude tests such as CogAT and achievement tests such as Iowa to aid in our identification of scholars in grades K-8.

* **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 NC DPI assessments for CLSA is reviewed at the beginning of the year and shared with faculty as a whole and in grade-level teams and used by the leadership team to set school-wide goals. The test data for performance and growth 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/Gifted Specialist will collaborate with the Curriculum Resource Teachers and teachers to gather, analyze and share AIG scholar growth and achievement data. Data may include items such as EOG data, NC DPI assessments, NWEA and iReady assessments.

Data from aptitude and state mandated assessments will be analyzed by the AIG Coordinator/Gifted 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 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 scholar. Updates will be given throughout the year by the AIG specialist to the leadership team as the data from assessments such as CogAT, NC Check-ins, NWEA are given.

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.

Second grade scholars enrolled at CLSA partiticpate in a universal screener such as the CogAT.

A rubric for identification is utilized for all K-8 scholars meeting the criteria for identification. A DEP is also created for identified scholars.

In grades K-8 referrals from parents/guardians and teachers will be analyzed by the AIG Coordinator/Gifted Specialist. This referral information is maintained in the scholar's cumulative folder after a determination is made regarding testing. Teachers will meet with the Gifted Specialist to determine if a scholar needs to be serviced based on data points such as EOGs, NWEA, iReady testing in either reading or math.

Scholars who do not meet our criteria for testing and/or identification, but are referred by their teacher, may qualify for Talent Development/Nurturing. At least 2 data points should show that the scholar is performing above grade level in the area that they are being referred for. Data points may include, but are not limited to, EOGs, NC DPI assessments, and running records. An attendance record will be kept for scholars in the subject they are receiving Talent Development/Nurturing in. At the end of the year a determination to continue or discontinue Talent Development/Nurturing will be made by analyzing data such as the EOGs, and the recommendation of the AIG Coordinator/Gifted Specialist.

Scholars who are identified will receive a progress report each semester. Progress reports sent home in the final semester of the school year will indicate whether the scholar will continue to receive the same services the following year.

Services for identified scholars will be receiving will be discussed with parents/guardians and classroom teachers at the beginning of each school year.

The AIG Coordinator/Gifted Specialist will be a part of the MTSS team and will work collaboratively to determine if demographic groups are being equitability identified for intervention within MTSS. The AIG Coordinator/Gifted Specialist will analyze data with the MTSS Coordinator to see if the interventions given to AIG scholars have been effective or if changes need to be made. A data sheet will be created and maintained to analyze long-term data of AIG scholars for trends and to notate any withdrawals. If a scholar is withdrawn, a reason must be given as to why the services are no longer applicable.

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Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	---	---	---	---	---
Male	---	---	---	---	---	---	17.71%
Total	---	---	---	---	---	---	14.53%

Percent of Total AIG Students Identified as Dual Exceptionality

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* **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.

AIG Coordinator/specialist will work 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.

CLSA encourages teachers to enroll in professional development and alerts staff of professional development aligned to the school's vision.

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

The AIG Coordinator/Gifted Specialist will also partner with the administration to help make informed hiring decisions of

new personnel. CLSA targets 100% highly qualified for all lead teachers and support teachers including those that serve AIG scholars.

* **Practice G**

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

The parent and guardian surveys disseminated across the school feature questions to solicit feedback regarding the AIG program and its implementation. Responses are reviewed by the AIG Advisory Board after it is given in the fall and in the spring. Parents/Guardians as well as students are also asked for their feedback during their DEP meetings. Scholars fill out surveys such as an interest-a-lyzer, which helps the AIG Coordinator/Gifted Specialist with designing programs for the scholars throughout the year. Scholars feedback may also be obtained anecdotally and through informal conversations regarding what they may be interested in learning or how they liked a particular unit of study. All the informal and formal data will be analyzed by the AIG Coordinator/Gifted Specialist to make changes to the programming that is being offered to the scholars.

The AIG Advisory Board consists of parents/guardians, teachers, program staff, building administrators, 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 the PLC to gather informal feedback for constant reflections that are directly or indirectly involved with AIG.

* **Practice H**

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

Assessment data (EOG NC DPI Assessments, NWEA) survey data (teacher, parent/guardian and scholar), progress reports, teacher observation, classroom performance are reviewed regularly by the AIG Coordinator/specialist and CRT and are used to evaluate the effectiveness of the program.

The AIG Coordinator/Gifted Specialist will attend grade level PLC/planning meetings and be part of the data meetings in which progress of the scholars is discussed.

The AIG Coordinator/Gifted Specialist will review feedback from the surveys from parents/guardians, scholars, and teachers with the AIG Advisory Board to analyze data trends to inform program improvements.

The AIG Coordinator/Gifted Specialist will meet with the AIG Advisory Board to discuss the effectiveness of the program to determine if changes are needed to the local AIG plan mid-cycle, using interim reports and legislative and/or policy updates from NCDPI. The AIG Advisory Board meets several times throughout the school year. If the AIG Advisory Board determines changes should be made to the current AIG plan, the AIG Coordinator/Gifted Specialist will set up a meeting date to discuss the changes that should be made, make changes to the plan, present revisions to the Board of Directors, and submit revisions to the state following Board approval to ensure the plan meets the standards of article 9b.

* **Practice I**

Shares all data from local AIG program evaluation 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, live streaming of the meeting is available for public viewing, and minutes are available to the public following the conclusion of the meeting. Scholar performance data is public via school report card. Scholar program data will be shared with the AIG Advisory Board throughout the year when identification has occurred to analyze our program and our identification process.

Parents/Guardians will have the survey data from the parents/guardians and scholars shared with them on the school's website. School personnel will have all survey data shared with them once they have been collected during their PLC/planning, staff meeting, etc.

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

Concord Lake STEAM Academy safeguards the rights of AIG scholars and their parents/guardians through established policies, procedures and practices below.

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Process	Procedure
Informed consent for identification	* Parents/Guardians will be notified of the Universal Screening through electronic means such as the school's website as well as a letter will be sent home with the scholar informing parents/guardians of the screening. If the parent would not like for the child to be tested, they must send the letter back signed saying that they do not give their child permission to be tested.
Informed consent for placement	* The AIG coordinator/specialist will discuss consent for services at the results meeting when the DEP is developed. The AIG coordinator/specialist will also discuss the DEP and the services the scholar will be receiving annually their meeting.

Transfer procedures	*	When scholars come in from other districts in North Carolina with an identification the AIG coordinator/specialist will begin services with the scholar using information from PowerSchool as well as the DEP. A meeting will then be held with the parents/guardians to determine what services the scholar will receive at LLSA after the AIG Coordinator/Gifted Specialist has sufficient data to provide a recommendation based on the scholar's performance. At that time, a new DEP will be created for CLSA. Identification will not be changed unless explicitly requested by the parent/guardian. CLSA will honor the interstate compact on educational opportunities for military children. https://www.dodea.edu/partnership/interstatecompact.cfm
Reassessment procedures	*	EOG test scores will be reviewed each year by the AIG Coordinator/Gifted Specialist. Scholars 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 of AIG identification and/or services between parents/guardians and district, parents/guardians have assess to a step Resolution of Disagreement procedure as outlined below. Step 1: Parent or Guardian submits a written request for a conference with the AIG Coordinator/Gifted Specialist. The AIG Coordinator/Gifted Specialist and 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 outcome of the review. If no resolution occurs at this level, the parent or guardian may proceed to step 2.

Step 2: Parent or Guardian may appeal in writing to the principal at Concord Lake STEAM Academy. The administrator and AIG Coordinator/Gifted Specialist will review the findings and meet with the parent or guardian. The administrator will communicate in writing the outcome. If no resolution occurs at the school level, the parent or guardian may proceed to step 3.

Step 3: Parent or 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 or guardian. The AIG Coordinator/Gifted Specialist and principal will also attend this meeting. If no resolution occurs at this level, the parent or guardian may proceed to step 4.

Step 4: Parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150b.

§ 115C-150.8. Review of Disagreements. In the event that the procedure developed under G.S. 115C-150.7(b)(7) fails to resolve a disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of review shall be limited to (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (ii) whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)

At any point in the hierarchy of procedures, the school system can recommend mediation with an impartial factor. When disputes are not settled at the local school system level, parents or guardians may file a petition for a contested case hearing under Article 3 of Chapter 150b of the General Statutes.

*** Ideas for Strengthening the Standard**

- CLSA will examine trends in referral, identification and services for underrepresented populations. A data sheet will be created to keep track of this trend in the AIG binder and will be shared with the leadership team after testing for identification takes place.
- CLSA will develop feedback in regard to MTSS to determine the effectiveness of the AIG program with the integration of MTSS.
- All brochures and materials that go home will be translated in the scholar's native language.
- Include a clear outline of AIG scholar rights in the AIG parent and AIG specialist Handbooks.
- Reach out to obtain more community involvement with the programs and the AIG Advisory Board.
- Research ways to get more buy in form the staff to get better feedback from the surveys given.

Planned Sources of Evidence

* A copy of the universal screening given to parent(s)/guardian(s) in binder
* AIG Advisory Board Meeting Notes posted on website
* AIG Advisory Board attendance in binder

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

Local Board of Education Approval

Concord Lake STEAM Academy (13D) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:
05/25/2022

Original Application Submission Date: 06/09/2022

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

AIG Related Documents

Concord Lake STEAM Academy (13D) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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

Optional Documents		
Type	**Document Template**	**Document/Link**
AIG Glossary [Upload up to 1 document(s)]	N/A	AIG Glossary
AIG Standard 1 Additional Resources	N/A	Talent Development Rubric 2022-2025
AIG Standard 2 Additional Resources	N/A	AIG Presentation to Staff for RTO
AIG Standard 3 Additional Resources	N/A	Concord Lake STEAM Academy DEP
AIG Standard 4 Additional Resources	N/A	DRAAW+C Professional Development
AIG Standard 5 Additional Resources	N/A	Concord Lake STEAM

		Academy Website Brochure for Prospective Parents
AIG Standard 6 Additional Resources	N/A	AIG Website

Glossary

Concord Lake STEAM Academy (13D) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Phrase	Definition
CRC	Curriculum Resource Coordinator This person supports teachers in different grade levels and is responsible for programs such as MTSS and our beginning teacher program.
CRT	Curriculum Resource Teacher This person supports teachers in different grade levels.
Cluster Group	A cluster group is 4 to 6 scholars who are grouped together usually by their identification.
MTSS	Multi-Tiered System of Support This is a program that every scholar is part of across North Carolina. It is a way to look at data and determine the needs of scholars across our school.
RTO	Returning Teacher Orientation This is when new and veteran teachers come together to get professional development and get ready for the new school year.

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