Mission/Vision Statement and Funding

Crosscreek Charter School (35A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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

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

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

* Mission and/or Vision Statement(s)

Mission Statement

Crosscreek Charter School inspires academic excellence by empowering each student to reach his/her fullest potential as a lifelong learner. In order to best respond to each child's unique learning style, the school offers an educational experience based on well-researched innovative methods. Educators, students and parents work together to create a nurturing, child-based learning environment to develop the whole child as a responsible, compassionate member of both the school and its surrounding community.

Research shows that gifted students often learn at a faster pace and think on a deeper level than many of their peers. These students need differentiated instruction to reach their full potential, and our mission to use well-researched, innovative methods enables us to address their unique learning styles. Crosscreek Charter School, (identified as CCS throughout the rest of the document), believes that gifted students come from all races, and a variety of economic and social backgrounds. Collaborating together as a team of teachers, students, parents, and the community, we can provide a safe and challenging environment, inspire excellence, and meet the needs of our gifted students.

Needs Assessment

CCS believes all children can learn regardless of race, background and / or socioeconomic status. By challenging all students through a rigorous curriculum in a safe and supportive academic environment, we believe we can raise academic achievement for all of our students. Not all students come to us on the same academic levels or with the same intrinsic levels of motivation. Therefore, it is imperative that we meet each child where they are, and challenge him / her using well researched, differentiated methods, curriculum, and activities. A review of our student data, along with teacher and parent input has identified a

need for a formal program that addresses the needs of our gifted population. Through professional development, reflection, and the support of our parents and the community, this program will continue to grow and adapt as it serves the diverse needs of our gifted students.

Goals and Objectives

CCS is committed to making sure all of our students are challenged to reach their full potential, to become lifelong learners, caring individuals, and productive citizens. We can accomplish this by building meaningful relationships, providing academic challenge and support, and through character development.

In addition, CCS follows the guidelines provided by the General Assembly in Article 9B, and the State Board of Education Gifted Program Standards. Article 9B can be accessed with this link: NC Article 9B

The State Board of Education Gifted Program Standards and practices that were adopted in December of 2009 and revised in 2012, 2015, 2018, 2021, and again in June of 2024. are provided and addressed throughout this document. Those standards can also be accessed using this link: State Board of Education Gifted Program Standards 2024

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* $ 113,410.88	* $ 0.00	* $ 0.00	* $ 0.00

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Standard 1: Student Identification

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

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

CCS Response: CCS serves students in grades K-8, and has developed referral and screening processes that lead to Talent Development and / or AIG identification at all grade levels (K-8).

Talent Development Referral Process for Grades K-2

Students come to CCS from a variety of backgrounds and experiences. It is not unusual for some students to be much more advanced than their peers, even as young as kindergarten. In the classroom, students are assessed for strengths and deficits, and plans are created to fill in gaps and strengthen areas of need. Any students in Grades K-2 who demonstrate strong skills well above their peers, are referred to our Talent Development Program using an online referral form. Referrals can come from teachers, coaches, administration, parents, or peers. When a student is referred, teacher input is solicited and data is collected through observations, classroom performance, and student work. Nationally normed standardized tests are also considered if available and practical for the student. The Needs Determination Team then meets to review all available data and determine how to best meet the needs of the student, and challenge him/her for continued growth. The referral team includes, at a minimum, the classroom teacher(s), the Endeavors Coordinator, the CCS Director or Assistant Director, and the parent(s) or guardians. If it is determined that the student's needs require more support than what the classroom teacher can provide, with parent permission, the student is added to the Talent Development Program and a Talent Development Plan is created. To facilitate this process and keep the referral form in front of the teachers, an email reminder with the link to the form will be sent to the teachers at least once each term.

AIG Screening Process for Grades K-2

We also screen our students' academic skills in Grades K-2 using mClass for reading levels, and STAR Math assessments for math levels. These universal screeners are given at least three times during the school year; at the beginning of the school year, the middle of the school year, and the end of the school year, to assess student levels and progress over time. These assessments can also be given individually for progress monitoring. Students whose score(s) fall(s) in the 90th to the 94th percentile will be referred to the Talent Development Program. When a student is referred, teacher input is solicited and data is collected through observations, classroom performance, and student work. In addition to academic skills, creativity, leadership skills, behavior, and the ability to reason and learn are also considered. The referral team then meets to review the data and determine how to best meet the needs of the student, and challenge him/her for continued growth. The referral team includes, at a minimum, the classroom teacher(s), the Endeavors Coordinator, the CCS Director, or Assistant Director, and the parent(s) or guardians. If it is determined that the student's needs require more support than what the classroom teacher(s) can provide, with parent permission, the student is added to the Talent Development Program and a Talent Development Plan is created.

Students who score at or above the 95th percentile will be considered for the Endeavors Program. Students who demonstrate abilities far more advanced than their peers in three different areas of data collection; including the scores from mClass and or STAR Math at or above the 95th percentile, classwork, assessments, surveys, checklists, etc. will be nominated for the Endeavors Program and a Differentiated Education Plan (DEP) meeting will be scheduled with the parent(s) / guardian(s), the teacher(s), an LEA representative, and the Endeavors Coordinator. In this meeting, the DEP will be reviewed, finalized, and signed by all participants, and with parent permission, the student will be added to the Endeavors Program.

Talent Development Referral Process for Grades 3-8

The screening and referral processes for students in grades 3-8 are similar to the screening and referral processes for grades K-2, except more data and documentation are often available for this age group. CCS uses a variety of resources to identify students who may need a more rigorous academic experience to reach their full potential.

Any students in Grades 3-8 who demonstrate strong academic, creative, and / or reasoning skills well above their peers, are referred to our Talent Development Program using an online referral form. When a student is referred, teacher input is solicited and data is collected through observations, classroom performance, and student work. Nationally normed standardized tests are also considered if available, or administered if needed. The referral team then meets to review all available data and determine how to best meet the needs of the student, and challenge him/her for continued growth. The referral team includes, at a minimum, the classroom teacher(s), the Endeavors Coordinator, the CCS Director or Assistant Director, and the parent(s) or guardians. If it is determined that the student's needs require more support than what the classroom teacher can provide, with parent permission, the student is added to the Talent Development Program and a Talent Development Plan is created. If a student meets the criteria, he / she can be placed directly into the Endeavors Program if that is what best fits the needs of the student. The criteria for the Endeavors Program is provided below. To facilitate this process and keep the referral form in front of the teachers, an email reminder with the link to the form will be sent to the teachers at least once each term.

AIG Screening Process for Grades 3-8

We also screen our students' academic skills in Grades 3-8 using STAR Reading for and STAR Math assessments. These universal screeners are given at least three times during the school year; at the beginning of the school year, the middle of the school year, and the end of the school year, to assess student levels and progress over time. These assessments can also be given individually for progress monitoring. Students whose score(s) fall(s) in the 85th to the 90th percentile will be referred to the Talent Development Program. When a student is referred, teacher input is solicited and data is collected through observations, classroom performance, and work. The referral team then meets to review the data and determine how to best meet the needs of the student, and challenge him/her for continued growth. The referral team includes, at a minimum, the classroom teacher(s), the Endeavors Coordinator, the CCS Director, or Assistant Director, and the parent(s) or guardians. If it is determined that the student's needs require more support than what the classroom teacher(s) can provide, with parent permission, the student is added to the Talent Development Program and a Talent Development Plan is created.,

Students who score at or above the 90th percentile will be considered for the Endeavors Program. Students who demonstrate abilities far more advanced than their peers in three different areas of data collection; including the scores from STAR Reading and or STAR Math at or above the 90th percentile, classwork, assessments, surveys, checklists, etc. will be nominated for the Endeavors Program and a Differentiated Education Plan (DEP) meeting will be scheduled with the parent(s) / guardian(s), the teacher(s), an LEA representative, and the Endeavors Coordinator. In this meeting, the DEP will be reviewed, finalized, and signed by all participants, and with parent permission, the student will be added to the Endeavors Program.

Data Collected for Review:

- Teacher surveys / questionnaires - completed when a student is referred for the Talent Development Program, or nominated for the Endeavors Program.
- Classroom observations - conducted several times throughout the year
- mClass and/or STAR Reading, and STAR Math assessments, or other approved universal screeners
- A review of standardized test scores when available (Including IOWA, CogAT, Naglieri General Abilities test, and NC State Beginning and End of Grade Tests)
- Classroom performance - ongoing throughout the year (quizzes, assessments, unit projects)
- Parent surveys about our program - beginning and end of the school year
- Parent questionnaires - completed once a year, usually at the beginning of the year or at the DEP meeting

- Teacher recommendations / referrals - upon receipt
- Attendance Records

Summary of Referral Process for K-8

When a referral is made through the online referral form,

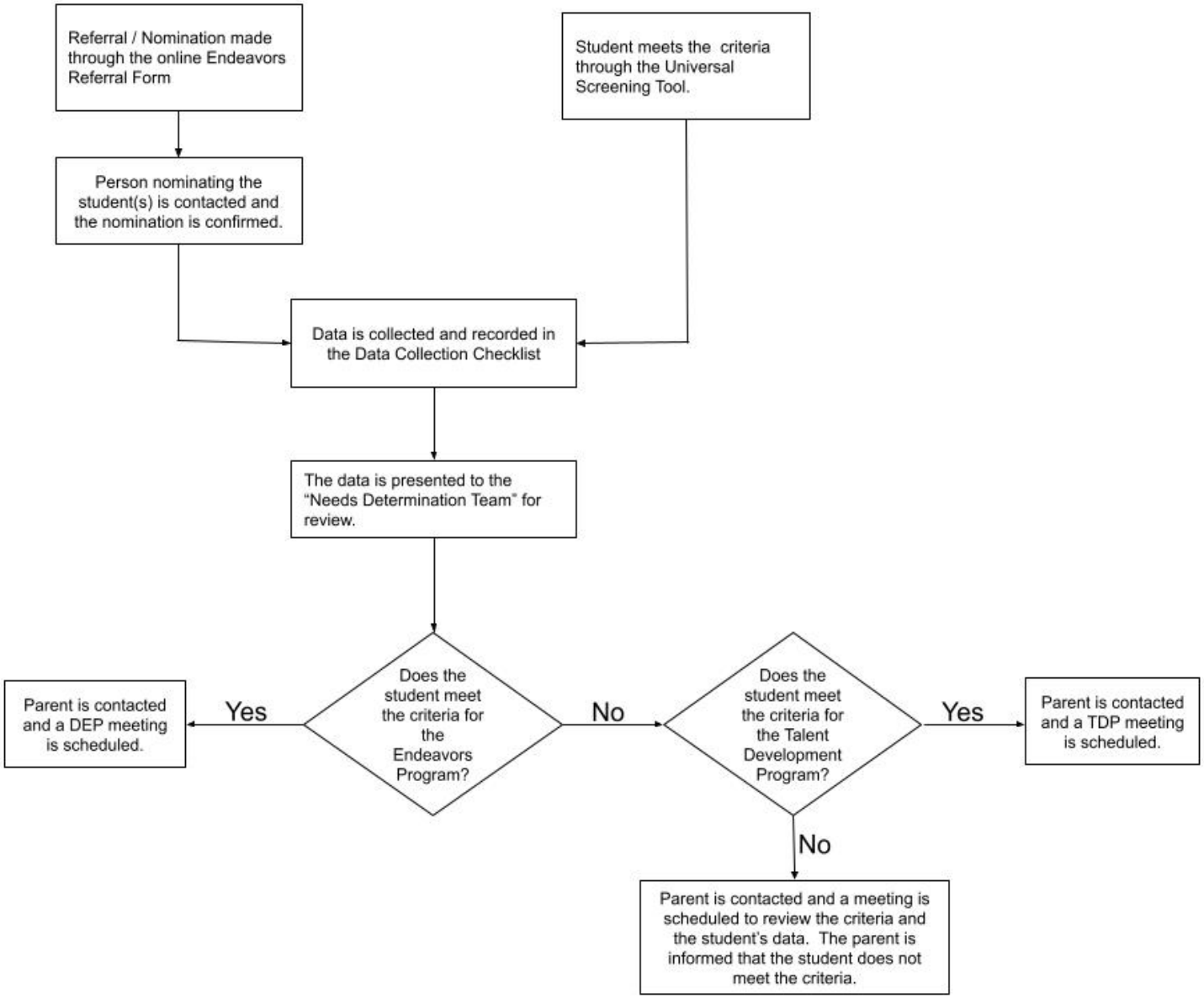
- the referral is confirmed with the person who made the referral
- Data is collected and entered into the Data Collection Checklist, then
- The data is presented to the “Needs Determination Team” for review.
- If the data collected meets the criteria for the Talent Development Program, a meeting will be scheduled with all applicable parties to review and complete the Talent Development Plan, or
- If the data collected meets the criteria for the Endeavors Program, a meeting will be scheduled with all applicable parties to review and complete the Differentiated Education Plan

Summary of Screening Process for K-8

When a student scores in the 90th percentile or above on one of our screening assessments,

- Data is collected and entered into the Data Collection Checklist, then
- The data is presented to the “Needs Determination Team” for review.
- If the data collected meets the criteria for the Talent Development Program, a meeting will be scheduled with all applicable parties to review and complete the Talent Development Plan, or
- If the data collected meets the criteria for the Endeavors Program, a meeting will be scheduled with all applicable parties to review and complete the Differentiated Education Plan

Referral and Screening Process Flowchart



The screening and referral processes for all grades is ongoing throughout the year as we try to identify students who have the potential to excel in a variety of areas. Parent consent, input, and feedback are sought and encouraged throughout the process. Collaboration between the school, home, and community are essential in meeting the needs of our students.

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

CCS Response: CCS uses a variety of resources to identify students who need a more rigorous academic experience to reach their full potential.

Identification Process for All Grades K-8

Multiple criteria are used to identify students who are academically / intellectually gifted or talented. These criteria measure each student's academic achievement, aptitude, and potential, and provide a detailed profile of each student.

The identification process includes:

1. Nomination
    a. By teacher(s)
    b. Parents
    c. Students
    d. Director
1. A review of
    a. Standardized test scores (when available) - If a nationally normed test score is not available, one can be given if deemed necessary to confirm AIG identification.
        i. Accepted nationally normed, standardized test scores include:
            i. IOWA Test of Basic Skills
            ii. Woodcock-Johnson Test of Achievement
            iii. Wechsler Intelligence Scale for Children (WISC)
            iv. The Cognitive Abilities Test (CogAT)
            v. Other nationally normed tests
        ii. A NC State End Of Grade test score of 5 (Grades 3-8 only)

b. Teacher / Classroom / Parent / Student observations (Non-traditional indicators)

i. Observation of gifted traits and/or behaviors as documented by parents, teachers, and/or other students

i. Classroom observations

ii. Checklists

iii. Surveys

iv. Case Studies

c. Student portfolio / performance

i. Student performs or demonstrates the ability to perform at an exceptionally higher level than his/her peers of similar age, experiences, and environment, (at least one year above grade level.

i. Observations

ii. Performance tasks

iii. Assessment scores showing advanced academic performance / advanced coursework

iv. Achievements - strong leadership skills / high levels of creativity / strong problem solving skills / strong communication skills

v. Student Work / Projects

d. Student's motivation to learn

i. A student's motivation plays a large part in his/her ability to perform at a high level on a consistent basis. Students who are highly motivated and have exceptionally good work ethics will often perform at a high level. Students who lack motivation, even if they are academically or intellectually gifted often do not perform to their potential. At CCS, we believe in teaching the whole child, and will try to work with these children individually to improve motivation through social / emotional and academic growth.

1. A Differentiated Education Plan (DEP) will be developed for students who are identified for the Endeavors program. This plan documents the identification process, the goals for the student, and the services. Those services may include, but are not limited to:

a. Differentiated instruction in the classroom

i. Modified instruction, assignments, assessments

b. Small group instruction

c. Independent projects

d. Tiered instruction

e. Curriculum compacting

f. Curriculum acceleration

g. Grade level acceleration

Once students are identified, individualized plans (DEPs) will be developed by the teacher(s), the Endeavors Program coordinator, the director, the student, and the parents to ensure their needs are being met. Students in grades kindergarten through second, who perform at an exceptionally higher level than their peers will also be considered for a Talent Development Plan or a Differentiated Education Plan, depending on their needs.

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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	* Grade-level standardized test scores of 95th percentile or higher in reading OR a 95th percentile or higher on the STAR Reading assessment AND Classroom performance / portfolio demonstrates a clear need for differentiated instruction. AND Non-traditional data (data beyond test scores) confirms and supports this level.	* Grade-level standardized test scores of 95th percentile or higher in Math OR a 95th percentile or higher on the STAR Math assessment AND Classroom performance / portfolio demonstrates a clear need for differentiated instruction. AND non-traditional data confirms and supports this level	* Grade-level standardized test scores of 95th percentile or higher in reading and math assessments OR a 95th percentile or higher on the STAR Reading and STAR Math assessments AND Classroom performance / portfolio demonstrates a clear need for differentiated instruction. AND Non-traditional data (data beyond test scores) confirms and supports this level	* Grade-level standardized / aptitude test scores at or above the 97th percentile in one or more areas AND non-traditional data confirms and supports this level.	* Grade-level standardized test scores at or above the 97th percentile AND Classroom performance / portfolio demonstrates mastery of current level content or above and a clear need for differentiated instruction.

3-5	* Grade-level standardized test scores of 90th percentile or higher in reading OR a 90th percentile or higher on the STAR Reading assessment AND Classroom performance / portfolio demonstrates a clear need for differentiated instruction. AND Non-traditional data (data beyond test scores) confirms and supports this level.	* Grade-level standardized test scores of 90th percentile or higher in Math OR a 90th percentile or higher on the STAR Math assessment AND Classroom performance / portfolio demonstrates a clear need for differentiated instruction. AND non-traditional data confirms and supports this level.	* Grade-level standardized test scores of 90th percentile or higher in reading and math assessments OR a 90th percentile or higher on the STAR Reading and STAR Math assessments AND Classroom performance / portfolio demonstrates a clear need for differentiated instruction. AND Non-traditional data (data beyond test scores) confirms and supports this level.	* Grade-level standardized / aptitude test scores at or above the 97th percentile in one or more areas AND non-traditional data confirms and supports this level	* Grade-level standardized test scores at or above the 97th percentile AND Classroom performance / portfolio demonstrates mastery of current level content or above and a clear need for differentiated instruction.
6-8	* Grade-level standardized test scores of 90th percentile or higher in reading OR a 90th percentile or higher on the STAR Reading assessment AND Classroom performance / portfolio demonstrates a clear need for differentiated instruction. AND Non-traditional data (data beyond test scores) confirms and supports this level.	* Grade-level standardized test scores of 90th percentile or higher in Math OR a 90th percentile or higher on the STAR Math assessment AND Classroom performance / portfolio demonstrates a clear need for differentiated instruction. AND non-traditional data confirms and supports this level. Any student who scores a 5 on the grade-level End of Grade test will automatically be placed in an advanced level math class according to SL 218-32; HB 986	* Grade-level standardized test scores of 90th percentile or higher in reading and math assessments OR a 90th percentile or higher on the STAR Reading and STAR Math assessments AND Classroom performance / portfolio demonstrates a clear need for differentiated instruction. AND Non-traditional data (data beyond test scores) confirms and supports this level.	* Grade-level standardized / aptitude test scores at or above the 97th percentile in one or more areas AND non-traditional data confirms and supp	* Grade-level standardized test scores at or above the 97th percentile AND Classroom performance / portfolio demonstrates mastery of current level content or above and a clear need for differentiated instruction.
9-12	* We are a K-8 school. This section is not applicable.	* We are a K-8 school. This section is not applicable.	* We are a K-8 school. This section is not applicable.	* We are a K-8 school. This section is not applicable.	* We are a K-8 school. This section is not applicable.

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

CCS Response: CCS recognizes that students from diverse cultures and economic backgrounds are often underrepresented in AIG programs and seeks to include students regardless of race, gender, and / or socioeconomic background. In addition, CCS is aware that students with disabilities may also have gifts and talents that often go undetected because of their disabilities. Our multi step approach to identify students' gifts and talents, together with parent communication better enable us to discover each student's unique abilities.

We intentionally

- integrate our Endeavors Program into the MTSS framework
- discuss student skill levels and service options at our grade-level data meetings, which occur every two weeks
- administer screening assessments at least three times a year and review data

New tools we are evaluating in this plan cycle as we intentionally seek out under-represented students for our Endeavors program, include but are not limited to:

- providing assessments in the student's "heart language." Our Hispanic population has continued to grow. By providing assessments in the student's heart language we can eliminate the language barrier, and better assess the student's skill levels.
- Implementing the Naglieri General Abilities Test or the CogAT as a possible screening tool, along with our current identification tools and criteria described in Standard 1a.
- researching and considering alternative identification methods that focus on thinking and problem solving abilities and / or affective factors as opposed to solely academic and IQ levels. This would allow us to look for and identify students with high potential, not just high academic achievement.
- researching better ways to assess and accurately identify our twice exceptional students
- implementing a more formal / standardized portfolio pathway to identification.

Any / All of these options would provide us with more tools to gather quantitative and qualitative documentation as we strive to better understand the needs of our students.

We recognize that students might be gifted and/or talented in academic and nonacademic areas. We continue to seek ways to support our students' development in writing, science, social studies, music, art, and drama and include these areas when identifying students for our program(s). This is right in line with our mission to develop the whole child and to help each child reach his/her full potential as a lifelong learner.

Students who qualify for our Endeavors Program in math and / or reading, but also exhibit strong skills or talent in other areas, will receive a DEP within our Endeavors Program that includes math and / or reading goals and goals for those additional areas as well. Students who do not qualify for our Endeavors program for math and / or reading, (the academic areas recognized in the state system), but demonstrate strong skills and / or talents in other areas will receive a TDP within our Talent Development Program. That information will not be entered into the state's student information system. Parents will also be notified that their participation in our AIG / Talent Development Program may not be recognized by other school systems.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	---	---	---	---	7.84%
Male	---	---	---	---	---	---	8.93%
Total	---	---	---	---	---	---	8.30%

Percent of Total AIG Students Identified as Dual Exceptionality

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* **Practice D**

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

CCS Response: CCS has developed a plan / program to ensure that the process of screening, referring, and identifying students for the Endeavor Program is fair and consistent. Publishing this plan makes it transparent and provides CCS with broad but well-known methods for determining which students qualify for our Endeavors program.

In addition, we have created new procedures to self-audit our screening, referral, and identification processes. At the end of each school year, our team will use a checklist to review our screening, referral, and identification documentation for roughly 50% of those students identified for our Talent Development Program and our Endeavors Program within the past school year, and roughly 25% of our previously identified students. Each step of the audit process will be documented and discrepancies, challenges, and ideas for improvement will be noted and discussed for future changes or modifications. These findings will also be combined with other data relevant to our program, including but not limited to demographics, parent, teacher, and student surveys. These audits will also cover student services as they relate to identification.

CCS is committed to meeting the needs of every student entrusted in our care, and that starts with fair and consistent implementation of our program.

* **Practice E**

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

CCS Response: Information and procedures for the CCS Endeavors Program are available to school personnel, parents, students and the community through our school website at www.crosscreekcharterschool.com. Brochures / Parent Guides are also available in our school office and at school functions such as Open House and Family Nights, and are shared with school personnel through faculty meetings and staff development opportunities. In addition, the plan is reviewed annually with the participants, and their parents / families.

* **Practice F**

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

CCS Response: As stated in Standard 1b, when a student is referred for the Endeavors Program through the online referral form, or scores in the 90th percentile or above on one of our screening assessments, data is collected and entered into the Data Collection Checklist.

The Needs Determination Team then meets to review the process, the criteria, and the data collected to determine whether or not a student qualifies for the Talent Development Program or the Endeavors Program. The parent / guardian is then notified and a meeting is scheduled to review the criteria and the data with the parent / guardian..

If a student does qualify, an individualized plan (DEP) will be developed by the teacher(s), the Endeavors Program coordinator, the director, and the parents to ensure the student's needs are being met. The Data Collection Checklist and the team decision then become part of the student's DEP and will be maintained in the student's records.

If the student does not qualify, a meeting will be scheduled with the parents / guardians to review the data, the criteria, and the decision. The Data Collection Checklist and documentation of the parent meeting will then be added to the student's records.

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

CCS Response:

CCS has created a detailed Talent Development Plan (TDP) Form, and a Differentiated Education Plan (DEP) form for students who qualify for those programs. Since both programs focus on meeting the students where they are and addressing their individual needs, the forms are basically the same, but each has its own purpose.

Both forms include but are not limited to the following options:

- Referral information
- Any / All Standardized Assessment Scores
- EOG Scores
- Teacher Input
- Parent Input
- Identified Student Needs
- Academic Objectives and Curriculum
- Service and Delivery Options
    - Teacher provides differentiated services
        - Differentiation Curriculum

            Adding rigor by going deeper into the content

            Advanced material

- Differentiated Instruction through small groups
    - Tiered Instruction
    - Using Questioning techniques to foster critical thinking skills
- Differentiated Assignments / Products
    - Differentiated Rubrics
    - Differentiated products
    - Develop and practice problem solving skills through hands-on, real world applications
- Independent Projects / Enrichment Opportunities

- Teacher provides differentiated services through consultation with AIG Specialist
- Teacher and AIG Specialist team teach using small group instruction in the classroom
- Student receives differentiated curriculum / instruction in small group through push-in services with an AIG specialist
- Student receives differentiated curriculum / instruction in a different setting (Pull-out services) with an AIG specialist
- Any combination of services above
- Student receives instruction in an advanced level class with qualified instructor
    - Compacted curriculum
    - Acceleration
    - Higher grade level course with qualified instructor
- Advancing to the next grade

- Student Social / Emotional Reflection and Objectives

The TDP and the DEP are reviewed and completed annually with input from the parents / guardians, teachers, AIG Coordinator, and the director and / or Assistant Director to ensure effective programming, provide a continuum of services, and support school transitions.

When the DEP meeting is complete, the information from the DEP is entered into the NC Student Information System, (NCSIS), and the date is recorded on the DEP. Talent Development Plans are not entered into the NCSIS. Parents are made aware of this at the time of the meeting. The goal of the TDP is to provide opportunities for the students to grow and eventually meet the criteria necessary to qualify for the Endeavors Program, or provide opportunities for students to advance their skills in areas not recognized by NCSIS. All TDPs and DEPs are added to the students' records.

*** Ideas for Strengthening the Standard**

1. More intentional implementation of identification, services, and support for our high achievers in grades K-2.
2. Schedule more information sessions about our program for parents.
3. Generate ideas and create a timeline to specifically target traditionally underrepresented populations to increase diversity in our program.
4. Pilot a more comprehensive portfolio pathway to identification.

Planned Sources of Evidence

*	Approved Endeavors Program clearly available on our website
*	Brochures / Parent Guides available in office and classrooms
*	Agendas, schedules, and presentations from faculty meetings, Open House and Family Nights
*	Parent Surveys
*	Faculty Surveys
*	Students' Cumulative folders - Office
*	Portfolios
*	Data Collection Record
*	Identification Meeting Documentation
*	Endeavors Student Folders / Identification Data
*	TDP / DEPs

*	Endeavers headcount and demographics
*	Endeavors Curriculum and Pacing Guides

Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	CCS DEP Form - 2025 Blank CCS TDP Form 2025 - Blank CCS Endeavors Program Data Collection Checklist

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Standard 2: Comprehensive Programming within a Total School Community

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

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

CCS Response: CCS offers a variety of services to support our gifted students and high achievers at their individual levels academically, intellectually, socially, and emotionally through differentiation, modification, collaboration among and across grade levels, and team teaching when resources and schedules allow.

Kindergarten through Second Grade

Students in grades K-2 are observed and assessed to determine their individual strengths and needs, and are nurtured and challenged at their level through differentiation within the classroom. The methods used may be developed through consultation with the Endeavors coordinator, and / or collaborative planning between the classroom teacher and the Endeavors coordinator. More advanced students may be given the opportunity to attend a math and / or Language Arts class at a higher level if the teachers, Endeavors coordinator, director and parents agree that those classes better meet the needs of those students. Acceleration and / or advancing the student to the next grade level are also possible options.

The services provided depend on the individual needs of the student and are based on the data collected and the input from teachers, parents / guardians, the Endeavors Coordinator, director, and / or assistant directors. If the students are identified for our Talent Development Program, the primary responsibilities for services falls on the classroom teacher. Services are often delivered through differentiation in the child's classroom.

Third Grade through Fifth Grade

Students in grades 3-5 are also challenged according to their needs through differentiation within the classroom. Differentiation may include enrichment, focus on critical thinking skills, logic and reasoning skills, and / or advanced skills in math and Language Arts. The methods used may be developed through consultation with the Endeavors coordinator, collaborative planning between the classroom teacher and the Endeavors coordinator, team teaching, small group instruction, and horizontal and vertical team collaboration.

If a student is identified for the Endeavors Program, more intensive services are often needed to meet the needs of the student. The table below shows a "menu" of services that could be implemented in grades K-5 based on the student's identification and needs.

Possible Endeavors Program Services for Students in Kindergarten through Fifth Grade

Identification	Possible Services
Academically Gifted Reading (AR)5	• Differentiated services in the classroom such as ○ One-on-one or small group instruction at the student's level ○ Reading material / content on the child's reading level ○ Push-In small group instruction from an AIG specialist

	○ Push-In small group instruction from an AIG specialist. ● Pull-out small group instruction from an AIG specialist ● If appropriate, advanced instruction in the next grade classroom or higher level class (for reading only) All teachers are expected to differentiate in all class subject areas to meet individual student needs. So a child who is identified as academically gifted in reading will still have his/her needs met in other subject areas through differentiation in the general education classroom.
Academically Gifted Math (AM)	● Differentiated services in the classroom such as ○ One-on-one or small group instruction at the student's level to challenge and deepen understanding ○ Math material / content at the child's level to challenge and deepen understanding ○ Push-In small group instruction from an AIG specialist ● Pull-out small group instruction from an AIG specialist ● If appropriate, advanced instruction in the next grade classroom or higher level class (for math only) All teachers are expected to differentiate in all class subject areas to meet individual student needs. So a child who is identified as academically gifted in math will still have his/her needs met in other subject areas through differentiation in the general education classroom.
Academically Gifted (AG), and Academically and Intellectually Gifted (AIG)	● Any service or combination of services listed above, for all academic areas. ○ If developmentally appropriate, the student may be considered for grade level acceleration and promoted to the next grade. There are many factors to consider when promoting a student to the next grade, including but not limited to: ● Maturity level of the student ● Social / emotional level of the student ● Impact the promotion might have on the student ○ Both positive and negative ■ The ability to address / mitigate the negative impact on the student to make it a positive experience. ● Parent concerns / goals for their child Parent permission is required to accelerate a student to the next grade. ● All teachers are expected to differentiate in all class subject areas to meet individual student needs. So a child who is identified as academically gifted and receiving specialized services for reading and math, will still have his/her needs met in other subject areas through differentiation in the general education classroom.
Intellectually Gifted (IG), and Twice Exceptional (TE)	● Intellectually Gifted students often grasp challenging concepts quickly. They exhibit strong problem solving skills and higher level abstract thinking skills, and they make connections that are not often noticed by others. These students may not perform well academically, but when given the right opportunities and flexibility, they are able to excel. The same is true for our Twice Exceptional Students. They may have a disability in one area but be gifted in another. ● Intellectually Gifted students and Twice Exceptional students often need a more individualized program, or programs that best addresses their style of learning. ● At CCS, integrating a combination of the services listed above, but on a more individualized level, allows the student to demonstrate mastery of the required curriculum, work on areas of disability if applicable, work at their own pace, and explore areas of interest. The method and location of services will be determined by

	the "Needs Determination Team" based on the students needs and available resources.

Enrichment Opportunities

- In addition to demonstrating mastery of the NC Standard Course of Study, which is our starting point for our gifted students, we offer enrichment opportunities for our students to explore beyond the content. Options change depending on student interest and available personnel, but have included the following:
  - K-5 STEAM
  - 3 - 5 Pep Team
  - Band (5th)
- Off-SiteField Trip opportunities
  - NC Science Museum
  - NC Museum of History
  - Marbles Museum
  - Saddlerock Farm
  - Sylvan Heights Bird Park
  - Skate America (STEM)
- On-Site Field Trips / Guest Speakers
  - STEAM / Robotics (Betabox)
  - Agriculture Extension Agency - hatching chickens

Middle School

Gifted students and high achievers in grades 6-8 who qualify, have the opportunity to attend advanced level classes when available in math to better meet their academic, and intellectual needs. These classes provide differentiated instruction and allow students to work with peers of similar intellectual levels. Flexible Grouping and differentiation in Language Arts and other classes also allow students to be grouped by ability levels, common interests, and / or learning styles. Differentiated instruction may be implemented in small groups using modified instruction, modified or tiered assignments, and / or through the use of enrichment or extension activities, depending on the needs of the students.

Gifted students and high achievers will each receive an individualized DEP indicating which services they will receive and how those services will be delivered. The Endeavors coordinator will collaborate with the classroom teacher as much as necessary to enrich and / or extend the NC State Standards.

Multi-grade level planning and activities are also offered through band classes and electives when possible to enhance social skills, teamwork, dependability, and responsibility, as well as provide opportunities for students to develop leadership skills.

CCS works hard to identify, nurture and develop the gifts and talents of our gifted and high achieving population by aligning instruction and academic challenges with identified areas of need, whether in one area or in several. Our goal is to develop the whole child, by meeting them where they are and providing them with the resources and the tools they need to reach their full potential.

Once a student is identified as needing services, the information gathered during that process, as well as ongoing observations and assessments are used to set goals and guide instruction, and are recorded in the student's DEP. Services may include:

- Differentiation within the general education classroom through consultation and / or collaboration with the Endeavors coordinator.
    - Modified assignments
        - Tiered assignments
    - Modified curriculum
    - Supplemental curriculum
    - Flexible grouping
        - Small group instruction
    - Learning Contracts
    - Team teaching (Endeavors coordinator and classroom teacher)
    - Compacted curriculum
- Advanced classes / Accelerated Curriculum
- Enrichment and or / extension activities
- Small group pull-out / push-in services when resources and schedules permit

These services are designed to meet the student where he / she is and to take him / her to the next level academically, intellectually, socially, and emotionally.

Possible Endeavors Program Services for Students in Grades Six through Eighth

Identification	Possible Services
Academically Gifted Reading (AR)	• Differentiated services in the classroom such as ○ One-on-one or small group instruction at the student's level ○ Reading material / content on the child's reading level ○ Push-In small group instruction from an AIG specialist. • Pull-out small group instruction from an AIG specialist • If appropriate, and with parent permission, a student may receive advanced instruction in the next grade classroom or higher level class (for reading only, for sixth and seventh Graders.) • Eighth Graders who perform at an exceptionally higher level than his/her peers, and demonstrate a need for higher level instruction may be enrolled in a high school level reading /

	ELA class through the NC Virtual Public School System. All teachers are expected to differentiate in all class subject areas to meet individual student needs. So a child who is identified as academically gifted in reading will still have his/her needs met in other subject areas through differentiation in the general education classroom.

Academically Gifted Math (AM)	• Differentiated services in the classroom such as
	  ○ One-on-one or small group instruction at the student's level to challenge and deepen understanding
	  ○ Math material / content at the child's level to challenge and deepen understanding
	  ○ Push-In small group instruction from an AIG specialist
	• Pull-out small group instruction from an AIG specialist
	• If appropriate, and with parent permission, a student who qualifies will be placed in an advanced level math class. These advanced level classes could include one of the following:
	  ○ An advanced level math class (compacted and advanced level curriculum)
	  ○ The next grade-level class
	  ○ A high school Math 1 class with an in person instructor
	  ○ A high school Math 1 class through the NC Virtual Public School System
	  ○ A high school Math 2 class through the NC Virtual Public School System
	
	All teachers are expected to differentiate in all class subject areas to meet individual student needs. So a child who is identified as academically gifted in math will still have his/her needs met in other subject areas through differentiation in their middle school education classroom.

Academically Gifted (AG), and Academically and Intellectually Gifted (AIG)	• Any service or combination of services listed above, for all academic areas.
	  ○ If developmentally appropriate, the student may be considered for grade level acceleration and promoted to the next grade.
	
	There are many factors to consider when promoting a student to the next grade, including but not limited to:
	  • Maturity level of the student
	  • Social / emotional level of the student
	  • Impact the promotion might have on the student
	  ○ Both positive and negative
	  ■ The ability to address / mitigate the negative impact on the student to make it a positive experience.
	  • Parent concerns / goals for their child
	
	Parent permission is required to accelerate a student to the next grade.
	
	• All teachers are expected to differentiate in all class subject areas to meet individual student needs. So a child who is identified as academically gifted and receiving specialized services for reading and math, will still have his/her needs met in other subject areas through differentiation in the general education classroom.

Intellectually Gifted (IG), and Twice Exceptional (TE)	• Intellectually Gifted students often grasp challenging concepts quickly. They exhibit strong problem solving skills and higher level abstract thinking skills, and they make connections that are not often noticed by others. These students may not perform well academically, but when given the right opportunities and flexibility, they are able to excel. The same is true for our Twice Exceptional Students. They may have a disability in one area but be gifted in another. • Intellectually Gifted students and Twice Exceptional students often need a more individualized program, or programs that best addresses their style of learning. • At CCS, integrating a combination of the services listed above, but on a more individualized level, allows the student to demonstrate mastery of the required curriculum, work on areas of disability if applicable, work at their own pace, and explore areas of interest. The method and location of services will be determined by the "Needs Determination Team" based on the students needs and available resources.

Enrichment Opportunities

- In addition to demonstrating mastery of the NC Standard Course of Study, which is our starting point for our gifted students, we offer clubs and enrichment opportunities for our students to explore areas of interest. Enrichment opportunities encourage our Endeavors students to be a part of a group outside of the academic realm. This will enhance the development of social skills as well as leadership skills. Club options change at least twice a year depending on student interest and available personnel, but have included the following
    - Book Club
    - STEAM
    - Horticultural Club
    - Coding Club
    - Service Club
    - Sport Clubs
    - Sign Language Club
    - Art Club
    - Graphic Design Club
    - Hawks Helping Hawks Club (3H) - Mentoring Club
    - Board Games, including Chess
    - Spirit Club
    - Drama Club
    - Film Production
    - CCS Newscast
    - Student Government / Council
- Off-Site Field Trip Opportunities
    - Wastewater Treatment Plant
    - The Museum of Life and Science
    - North Carolina Museum of Natural Science
    - Marbles Museum
    - Sylvan Heights Bird Park

- On-Site Field Trip Opportunities / Guest Speakers
  - Career Day
  - STEAM / Robotics (Betabox)
  - Mad Scientist Lab during the Fall Festival (STEAM K-8)

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

CCS Response: Meeting the social and emotional needs of our gifted population is essential to their overall health and well-being. In order to develop the whole child, we must address these needs. At CCS we strive to create an understanding, nurturing, and supportive environment where students and families feel accepted, valued, and part of the larger CCS family. At the same time, we also enjoy a very diverse group of students, whose social and emotional needs are often as individualized as their academic needs. To address these needs, the faculty at CCS:

- Get to know the children they work with,
- Provide students with interesting, and challenging materials that keep them engaged and actively learning,
- Provide a consistent, supportive environment that is respectful to all individuals,
- Encourage students to communicate with peers and faculty,
- Consult with parents - Parents are part of our team and a strong resource for better understanding our students' needs.
- Handle situations immediately with all parties involved; these are “teachable moments” and the greatest real-world opportunities to develop positive social skills,
- Work together as a team to find appropriate solutions to any concerns that arise,
- Give students an outlet. Sometimes they just need someone to listen to them. This could be with a teacher they have a positive relationship with, another faculty member, or the director.
- Participate in professional development opportunities that address the social and emotional needs of our gifted population.
- Consult with professional counselors and / or medical personnel if appropriate / necessary, with parental permission and involvement.
- Continually strive for collaboration and involvement among all parties involved to effectively meet the social and emotional needs of our gifted students.

Each grade level forms a core team that collaborates in the development of an integrated theme of study. This unit of study provides real-world opportunities for students to engage in authentic community problem solving groups. Groups of students identify problems, research causes and work together to find solutions. This real-world problem solving provides students with a sense of belonging, responsible citizenship, and inspires students to become lifelong learners.

All students in our Talent Development Program and in our Endeavors Program complete a Social / Emotional section in their TDP / DEP prior to our TDP/ DEP meeting. During this time, the Endeavors Coordinator meets with the student to review and discuss guiding question that prompt the student to reflect on the following:

- How well the get along with their peers,
- How well they work in group activities,
- How involved they are in and outside of school (participation),
- How well they set goals and manage their academics,
- Their desire to learn,
- Their ability to communicate effectively

Students reflect on their strengths and set their own goals to improve in these areas. These conversations and reflections provide opportunities for the Endeavors Coordinator and the student to discuss needs and actions that could help the student reach his/her goals. To make this meeting even more meaningful and productive, the Endeavors Coordinator will often meet with the student's teachers prior to meeting with the student, to get a good understanding of what they are seeing in the classroom. This time is also an opportunity for the student to reflect on and discuss any concerns, struggles, and / or needed support

Those questions and the student's responses are then reviewed and discussed at the TDP / DEP meeting with the student, parents / guardians, teachers, the Endeavors Coordinator, and the Director or Assistant Director. During this meeting there is opportunity for more communication and collaboration, which could lead to additional supports or changes in the TDP / DEP if necessary.

If a student needs more intensive social and emotional support that goes beyond the TDP / DEP reflections and discussions, the team of all stakeholders, including the student, parents / guardians, teachers, administration, and support staff will meet to discuss options and ideas. This could occur during the DEP or at another designated meeting time. These meetings can take place in-person and / or online, by phone, or through emails. The key purpose of this collaboration is to develop and implement programs and plans with support structures to address the more intensive social and emotional needs of our students when needed.

Some possible support structures may include, but are not limited to:

- Meeting periodically with the student and listening to his / her concerns / thoughts
  - May include some guidance in how to best handle certain situations.
- Buddy System / Mentoring Program
- Breaks built in throughout the day
  - Breaks to meet with and talk to a designated adult
  - Short breaks to decompress independently in a designated location
- Communication / Behavior Plan with goals
- Dog Therapy Program

- Behavior Plan

These more intensive plans or programs may or may not become part of the student's TDP or DEP, but they will be recorded and utilized as part of the student's record for as long as they are needed.

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

CCS Response: CCS has adopted the Multi-Tiered System of Supports (MTSS) framework for total school improvement as defined by the NC Department of Public Instruction (NC DPI). NC DPI defines this as "a school improvement framework that encompasses academic, behavioral, social, and emotional instruction and support..." This approach fits with our school mission to empower all of our students to reach their full potential through a "...systematic problem solving approach to maximize growth for all students." Our Endeavors plan is one part of that systematic approach to ensure our students are given the tools they need to not only be successful, but to prepare each of them to reach their full potential and become lifelong learners.

Our screening procedures will identify students' skills and deficiencies through a variety of assessments. The data will allow us to plan for each students' needs, including those students who are part of our Talent Development Program, and those students who meet the criteria for our Endeavors Program. We offer an array of service options to meet each student's needs through teamwork. This is accomplished through close communication and collaboration between teachers, support staff, administration, and our parents with a focus on the whole child. Our team of teachers, support staff, and administration work together to create opportunities for our students to solve real-world problems by improving critical thinking skills, developing 21st century skills and fostering effective collaboration skills.

Our goal at CCS is to meet the needs of all of our students through differentiation and plans that will prepare them for higher education, and to "inspire active learners and responsible citizens."

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

CCS Response: CCS uses flexible grouping practices in our elementary and middle school classes to facilitate effective instruction, enhance learning, and support the growth of our gifted students and high achievers. Groups are formed based on student needs for small group instruction and / or acceleration; student interests for research; and / or project choices. Groups can be formed within individual classes, across the same grade level classes, or across different grade levels if needed and appropriate.

* **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.

CCS Response: Our support staff must work closely with the classroom teachers to meet the needs of our students. This happens through frequent and consistent communication among faculty members, and takes place through faculty meetings, departmental meetings, data meetings, MTSS meetings, shared planning, online collaboration, and professional development opportunities.

- The Endeavors Program plan and policies are shared with the faculty at the beginning of each school year, and are available online at our school website.

- Data about our Endeavors population / demographics is reviewed and shared throughout the year.
    - beginning of each school year,
    - Following our middle of the year screening assessments
    - at the end of the year when EOG testing results are available
        - Instruction is data-driven. The information gathered is shared so it can be used to guide instruction.
- Workshops on differentiating instruction and curriculum are provided at least once during the school year, preferably at the beginning or within the first half of the school year.
- Classroom teachers attend meetings and are actively involved in the creation of DEPs. Their review and signatures are required.
- The Endeavors coordinator attends departmental meetings, communicates with teachers during common planning times, collaborates online, and meets with teachers as needed to enhance the learning opportunities and meet the needs of our gifted population.
- The Endeavors coordinator will maintain open communication with the CCS director regarding the Endeavors program, policies, and the student population it serves.

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

CCS Response: CCS serves students from kindergarten through eighth grade. The transition to middle school (6th grade) is seamless for these students and follows the same process used in the younger grades.

- Each student's DEP is reviewed once a year. Progress is reviewed and new goals are set according to the needs of the individual.
- Available resources / materials are reviewed and matched to the individual student and recorded in his / her DEP
    - Advanced math classes are available at the middle school level for students who qualify. Students are considered and selected for these classes based on their previous performances in math.
    - Classroom teachers are provided with current DEP's and plan accordingly for those students.
    - The Endeavors coordinator and classroom teachers continue to work together to meet the needs of each student.

Transitioning a student to high school is an important step in preparing them for their future. When our students leave CCS, they often branch off in many different directions. Some will attend local public high schools, while others will attend early college high schools, or possibly private high schools. To prepare them for this transition:

- Students receive information about high school expectations, classes, and available resources.
    - General information about high school expectations is shared with our middle school students in the regular classroom setting. Throughout their middle school career, our students are taught effective study habits, work ethics, and organizational skills to help them prepare and be successful at the high school level.

- Our middle school students create Career Development Plans in accordance with NC State law through our technology and career planning course. This allows them to set their path, and better plan and prepare for high school classes.
- Information from the various high schools is passed on to our rising 9th graders as we receive it.
- Guest speakers from the early college high school and local STEAM program are invited to come to our school each spring to share information about their program with our eighth grade students.

- The classroom teachers, Endeavors coordinator, and the director consult with Endeavors students and parents to answer questions and provide guidance as they prepare for high school.
- The Endeavors coordinator updates and completes DEPs for each Endeavors student, and enters them into the system for his / her prospective high school. The Endeavors coordinator or the director then follows-up with the high school guidance counselors to provide any additional information needed to make a successful transition.

* **Practice G**
Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, dual enrollment, subject and/or grade acceleration.

CCS Response: CCS offers a variety of opportunities for acceleration, including compacting curriculum, single subject acceleration, and whole grade level acceleration when there is evidence indicating a need for the child to advance.

Compacting curriculum can occur on a variety of levels:

- Opportunities to compact curriculum based on evidence of mastery are available at each grade level, K-8 through pre-assessments, and observations. If it is determined by clearly recorded evidence, that a student or students have already mastered specific concepts, they can be provided with enrichment activities, new content, or other developmentally and academically appropriate material.
  - Allowing a student or students to work at their own pace can be used as a form of differentiation in all classes K-8, when the procedures and supports are in place to meet the needs of the student(s).
    - Students who demonstrate mastery of current classroom content could be permitted to move on to more advanced content through small group instruction and / or independent content study.
- Advanced level middle school math classes allow students to move through the curriculum faster and on a deeper level than the general curriculum. This allows students and teachers to cover more than one grade level curriculum in a single school year and prepares the students to take at least one high school level course in middle school without “skipping” grade level curriculum.

When there is sufficient evidence that a child has the potential to “skip” grade level content, either through single subject acceleration, or whole grade level acceleration, the parents are consulted and a joint decision is made by all of the people involved.

Single subject acceleration occurs when a student shows a need to “skip” grade-level content in one particular subject. At the elementary level, this is accomplished by allowing students to join another grade level class for specific subjects or through pull-out with an Endeavors Specialist. Whole grade acceleration occurs when a student has demonstrated higher level skills and would benefit from advancing to the next grade. The data must show that the student has mastered or has the ability to master the current grade level content while working through the higher level content, and can be successful at the higher level.

Acceleration can occur at any time during the school year if the criteria is met and the student would benefit from the move. However, it most often occurs at the beginning of the school year based on data collected from the previous school year.

The steps taken before students in grades K-5 participate in an advanced level classes are as follows:

1. Evidence / Data is collected showing that the student(s) has mastered the necessary skills to be successful in a higher level class and demonstrates a need to advance.

2. Parents are contacted and a meeting is scheduled to review the data with all those involved, including but not limited to the current classroom teacher, the advanced grade level teacher, the Endeavor's coordinator, the director or assistant director, and the parent(s).

3. The process for advancing and supporting the student in the advanced level class is presented and a decision is made whether or not to advance the student.

The steps taken before students in grades 6-8 participate in an advanced level classes are as follows:

1. Evidence / Data is collected showing that the student(s) has mastered the necessary skills to be successful in a higher level class and demonstrates a need to advance.

2. The parents / guardians are contacted in writing, (through an email), indicating that their child has qualified for an advanced level class. The description and criteria for taking the advanced level class are outlined in the email, and a link to a Google form is provided for the parent(s) / guardian(s) to complete. The Google Form includes places for the parent / guardian to respond in the following ways:

    a. The parent(s) / guardian(s) indicates that they understand the requirements of the advanced level class as described in the email and in the Google form.

    b. The parent(s) / guardian(s) indicates their decision to allow or decline their child's participation in the advanced level class.

    c. The parent is given the option to request a conference to discuss questions or concerns.

Or

Parents are contacted and a meeting is scheduled to review the data with all those involved, including but not limited to the current classroom teacher, the advanced grade level teacher, the Endeavor's coordinator, the director or assistant director, and the parent(s). (This option is often used when the potential for a student to move into an advanced level class occurs during the school year, after classes have begun.)

The body of evidence includes but is not limited to:

- Student performance,
- Pre-assessments / Post assessments
- Portfolio / classroom work
- Standardized testing (STAR assessments, NC BOG / NC EOG (when available)),
- Classroom observations
    - Teacher

- The Endeavors Coordinator
- Director

- Teacher recommendations
- Social and emotional readiness of the student
- Maturity level
- Learner qualities
- Parent Input

Each student's TDP / DEP will reflect the decisions made about acceleration and / or curriculum compacting.

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

CCS Response: CCS has added a new Talent Development Program to provide early intervention and talent development opportunities through purposeful and intentional programming options. Our Talent Development Program follows the same model and processes as our Endeavors Program, but reaches out to those students who perform at a higher level than their peers, yet they do not quite meet the criteria for our Endeavors Program. This responsibility primarily falls on the classroom teacher, but a team approach is sought as we develop, review, and modify our MTSS plan for total school improvement and seek better ways to support our student population. Differentiation in the classroom is expected at all levels of instruction as it is our mission at CCS to meet students where they are and challenge them to their fullest potential.

A strong talent development program starts with strong core instruction. Through purposeful and intentional program opportunities, we support and challenge the students in our Talent Development Program to excel at a higher level by providing opportunities and exposure to rigorous curriculum and instruction. In addition to what has been described previously in this document, we strive to boost those students in the following manner.

Developing the potential of students in grades K-3

- Increase rigor in the general education classroom through
  - Intentional and appropriate frontloading to better prepare students for experiences and new curriculum. Frontloading provides students with information, context, and key vocabulary words prior to learning new content to build a strong foundation and increase comprehension. It prepares the students ahead of time for what they are about to experience. The frontloading strategy can be used before the following experiences:
    - New curriculum
    - Guest speakers
    - Onsite field trips
    - Off Site field trips

- Online assessments
- Transitions to new grade levels
- Any event or experience that students would benefit from some preparation before the actual experience

- Intentional use of available personnel and resources to enhance instruction in the classroom
  - Team teaching opportunities that include the classroom teacher, support staff, and administration where applicable and appropriate; a total team approach
  - Guest speakers / Experts in the field
  - Field trips to provide exposure and opportunities for new experiences
  - Parents resources to enhance learning

    Volunteers to support school efforts

    Support learning in the classroom

    Build partnerships to utilize their strengths and areas of expertise to enhance learning
- Use of higher level questioning techniques
- Challenge boards
- Learning stations

- Students who show potential, but do not quite meet the criteria for our Endeavors Program are provided with opportunities to further develop their skills through one or more of the following:
  - differentiated instruction / assignments in the classroom
  - differentiated instruction / assignments in the classroom with an AIG Specialist (Push-in)
  - differentiated instruction / assignments in a separate setting with a teacher experienced with working with advanced students (advanced classes)
  - differentiated instruction / assignments in a separate setting with an AIG Specialist (Pull-Out)

Instruction / intervention is based on the students' identified needs according to the available data, and services could include differentiation through small group instruction, compacting curriculum, in depth investigations into concepts, and enrichment. These students are often included with Endeavors students through flexible grouping practices when this method is appropriate for all students involved.

Furthermore, as part of our MTSS School Improvement Plan, CCS is continually reviewing student data, including data pertaining to underrepresented populations. We use data driven instruction to make our teaching more effective and improve student performance. Intentionally providing programs that nurture our students and address the academic needs of these populations in the younger grades will increase learning opportunities and student achievement.

The goal of the Talent Development Program in grades K-3 is to build a strong foundation, develop higher level critical thinking skills, and challenge students for higher level learning. Once a student meets the criteria for the Endeavors Program, the parent(s) / guardian(s) will be contacted and a meeting will be

scheduled to review the data and determine if the student can be added to the Endeavors Program.

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

CCS Response: Similar to our Talent Development Program for students in grades K-3, CCS intentionally seeks out advanced learning opportunities for our students to develop higher level thinking skills and strong problem solving skills in grades 4-8. We understand that providing opportunities and exposure to real-world experiences enhances learning and builds a strong foundation for future success for all of our students.

In addition to the ideas listed for grades K-3, some possible initiatives to promote equity and excellence in grades 4-8 include but are not limited to:

- Increasing rigor in the classroom
    - Intentional, but developmentally appropriate frontloading to better prepare students for new experiences and new curriculum. Frontloading provides students with information, context, and key vocabulary words prior to learning new content to build a strong foundation and increase comprehension. It prepares the students ahead of time for what they are about to experience. In addition to the experiences listed above under grades K-3, frontloading strategies can also be used for:
        - Transitions from Lower School to Upper School
        - Eighth grade transition to high school
        - Preparation for advanced classes
        - Preparation for online classes through the North Carolina Virtual Public School
- Exposure / opportunities to develop and enhance problem solving skills through
    - Project based learning
    - Challenge Boards
    - Clubs
- Exposure / opportunities to explore new technologies / hands on, real world experiences
    - STEAM activities
        - Onsite field trip with Betabox Learning (hands-on learning with drones)
        - Coding / Technology Clubs

CCS recognizes the need to identify, encourage and develop traditionally underrepresented AIG populations, and is continually working on non-traditional methods for identifying gifted and high achieving students from different cultural and ethnic backgrounds, economically disadvantaged students, English language learners, and students identified with special needs. Observations by the Endeavors coordinator and / or the director, as well as personal interviews, questionnaires, inventories, and one-on-one assessments, and assessments in the student's "heart" language are some of the methods that can be used to identify higher levels of achievement.

CCS also recognizes that bilingual students are already more advanced than their peers in the area of language acquisition but often go unnoticed and unidentified because of cultural differences. We plan to assess these students in their “heart” language whenever possible.

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

CCS Response: The Endeavors program coordinator will work with the faculty over the next three years to strengthen this area by providing more extra-curricular programs and events that enhance and further develop the needs of our gifted students and high-achieving population. In addition to Duke Tip, we will explore opportunities through Western Carolina University’s Novel Inventions, Math Olympiad, and possible STEM or robotics programs that are directed toward elementary and middle school students.

Our students are encouraged to participate in extracurricular activities offered by our school or in collaboration with community partners. These activities may include but are not limited to:

- Athletics
  - Volleyball
  - Basketball
  - Soccer
  - Running (Cross Country)
  - Baseball / Softball
- Art
- Drama
- Science Club
- Student Government / Council
- Service Club
- Band
- Coding Club
- Sign Language
- Book Club
- Cheer / Dance Club
- Horticulture Club

- Mentoring Club - Hawks Helping Hawks (3H)
- Family Nights (presentations, performances, and project displays)

*** Ideas for Strengthening the Standard**

1. Improve the efficiency and the effectiveness of communication and collaboration between the Endeavors coordinator and the classroom teachers.
2. Provide professional development for the faculty on meeting the social and emotional needs of our gifted students and high achievers.
3. Implement programs that intentionally address the needs of and nurture our underrepresented populations in the Endeavors program.
4. Expand our extra-curricular programs and events by offering more clubs and activities for grades two and up.

Planned Sources of Evidence

*	Faculty meeting notes and agendas
*	DEPs
*	Endeavors student folder data
*	Evidence of collaborative planning
*	Agendas and summaries from departmental meetings
*	School / class websites
*	Records of parent meetings
*	Student data / trends
*	Schedule of programs and events
*	Brochures

*	Record of professional development
*	School Improvement Plan

Documents

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

Crosscreek Charter School (35A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

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

CCS Response: Differentiation is at the core of what we do at CCS. We offer challenging, rigorous activities based on NC Standards in language arts, math, science and social studies through tiered assignments (different levels of difficulty), enrichment activities, extensions, and / or acceleration when appropriate.

The Endeavors program coordinator supports the classroom teachers to effectively motivate and challenge our students based on their abilities, interests, and learning styles. Professional development opportunities in the areas of differentiation and gifted education are offered and encouraged throughout the year to equip our teachers with the knowledge and skills they need to address the academic, social and emotional needs of our students.

Differentiation begins in the classroom where teachers in all grades K-8, adapt their curriculum and instruction to meet the needs of their students. Instruction is data driven and differentiation takes on many forms. Teachers can differentiate the instruction (how the information is taught to the students), the content (what the students are learning), the process (how the students practice the skill), the environment, and/or the end products (assessments, projects, presentations, etc…).

Through small group instruction and flexible grouping options, teachers can adjust the curriculum and instruction…

- to take their advanced students to a deeper level of understanding and develop higher level critical thinking skills through questioning techniques and applying the skills taught to new, more complex problems / situations. (Bloom's Taxonomy)
- by moving through the curriculum at a faster pace, allowing students to master the curriculum early and move into next grade level content. (AIG students pick up concepts quickly and often don't need to hear the explanations multiple times. They understand and are ready to move on. Teachers can give pre-assessments and / or assessments to individuals or small groups, to determine if they have mastered the content and are ready to move on to the next concept, without waiting to assess the whole class.)
- by providing supplementary materials to challenge and extend student learning
- through Independent / small group study and exploration of the content
- through project based learning activities and leveled rubrics, setting higher expectations with a focus on quality over quantity for our higher level learners
- through interest based assignments.

When possible, students of similar abilities (cluster groups), can and should be grouped together to foster collaboration and enhance learning.

CCS also uses Freckle (an online learning platform) to differentiate student learning in the classroom. Freckle is adaptive and provides students with practice on their own level. This allows students to move through the skills and objectives at and beyond their current grade level, at their own pace based on mastery.

When differentiation in the classroom is not enough to meet student needs, the classroom teacher will collaborate with the Endeavor Coordinator to enhance curriculum and instruction through

- Push-in / Pull-out methods
- Acceleration by
  - Compacting curriculum
  - Subject level acceleration
  - Grade-level acceleration

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

CCS Response: CCS uses a variety of assessments, formal and informal, formative and summative, to determine students' levels of understanding and readiness. Through surveys and questionnaires, we are also able to learn more about our students' interests, goals, and topics they would like to explore during the school year. Differentiation starts with knowing who your students are and their current academic levels. Instruction is data driven, and students are given choice whenever possible to allow them to further explore what interests them. Data is gathered for all grade levels through the following assessments:

- Classroom pre assessments
- Classroom assessments (exit tickets, quizzes, unit assessments)
- mClass Reading Assessments (K-3)
- STAR Reading (4-8)
- STAR Math (K-8)
- Freckle
- BOG
- EOG

As mentioned previously, differentiation in the classroom takes on many forms, and can be implemented through small group instruction, modified instruction and assessments (both formal and informal), independent and / or small group work in areas of interest, conferencing, self-assessments and reflections. Observations and assessments are ongoing throughout the year and the curriculum is adjusted according to student needs.

Once we have a good understanding our students' needs, we use a variety of instructional strategies to differentiate curriculum and instruction to meet the needs of our students

- Provide a variety of learning activities that address different learning styles
  - Visual learners
  - Auditory learners
  - Hands-on tactile learners
- Flexible grouping
  - Students are placed in small groups based on their needs
- Small group instruction
  - Teachers adjust instruction to meet the needs / level of the group
    - Tiered Assignments and / or Assessments based on student level

      Compact the curriculum and adjust the pace to fit the students' needs

      Go deeper into the content to make connections / analyze / synthesize the content

      Extend the content to challenge students at a higher academic level

      Adapt materials based on student level / needs

      Higher level reading material / curriculum content
    - Scaffold to help students access higher level content
- Build in opportunities for collaboration
  - Projects
  - Group discussions
  - Learning stations

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

CCS Response: CCS uses a variety of resources to meet the academic needs of our students while challenging and developing critical thinking and problem solving skills. Instruction is based on the NC State Standards, and curriculum is developed using multiple textbooks, instructional materials, online resources, and available resources within the community. Rigor is woven into the curriculum using resources like the Revised Bloom's Taxonomy to enhance critical thinking and problem solving skills.

Our location within the state of North Carolina provides amazing resources, including museums, historical sites, as well as a variety of ecosystems, and real-world learning opportunities. CCS strives to build background knowledge and provide rich and relevant experiences for our students through field trips, guest

speakers, and professionals within our community. The availability of the internet also provides unlimited resources, programs, and materials for our teachers and our students to extend and enrich our program.

Examples of online programs that challenge our students to work at or above their level, regardless of age or grade, incorporate critical thinking skills, and provide flexibility for teachers to assign challenging curriculum include:

1. Freckle: https://school.freckle.com/
2. Khan Academy: https://www.khanacademy.org
3. Pear Deck: https://www.peardeck.com/
4. Zearn: https://www.zearn.org/
5. OpenEd: https://www.opened.com/
6. OpenUp: https://www.openupresources.org/
7. Shodor Interactive: http://www.shodor.org/interactivate/
8. NBC Learn: https://www.nbcnews.com/nbcnewslearn
9. NOVA: http://www.pbs.org/wgbh/nova/
10. Code.org: https://code.org
11. Scratch: https://scratch.mit.edu/

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

CCS Response: CCS believes that developing future-ready skills is essential and should be an integral part of any curriculum. Our project-based learning activities provide opportunities for our students to collaborate and solve problems in group settings. They learn how to communicate with other students, faculty, and parents through authentic learning opportunities and presentations that also develop and enhance leadership skills in the classroom. Our gifted students are encouraged and expected to take on leadership roles within their groups to facilitate the process and learn how to work well with others. CCS students also develop and enhance critical thinking and problem solving skills through the use of technology, digital media, Google Earth, and virtual field trips beginning as early as kindergarten. Our middle school students are given Google Drive accounts to encourage the use of technology as a tool for collaboration, creativity, and communication. There are many opportunities within our project based learning environment for AIG students to develop, enhance, and apply these skills on a regular basis.

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

CCS Response: Ongoing assessments are necessary to implement an effective, differentiated curriculum. CCS teachers and the program coordinator utilized informal, formative and summative assessments to check for understanding, and to guide planning, instruction, and delivery that best meet the needs of the student. The classroom teacher, and the program coordinator continually monitor students' progress to identify potential candidates and to ensure continual growth for our gifted students.

Ongoing assessment tools may include but are not limited to pre-assessments, post assessments, checklists, observations, IStation, portfolio, and state level end-of-grade assessments.

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

CCS Response: CCS recognizes and understands that gifted students need academic, social, and emotional support to reach their full potential, and strives to provide a nurturing and supportive learning environment where all students feel like they belong. At CCS, we promote an accepting environment where students are strongly encouraged to treat each other with respect and to embrace individual differences. Faculty and staff model expected behavior on a daily basis. Our gifted students are given opportunities to explore interests, participate in competitions and cross-grade level activities, and share their work through family nights and school activities. Through student support services, guidance, collaboration with parents, and health professionals when appropriate, CCS works diligently to meet the social and emotional needs of our students through intentional, positive role models and reinforcement. Teachable moments provide authentic learning opportunities and guidance for our students. In addition, we are conducting surveys at least twice a year in all grades K-8 to better understand our students' needs, and are implementing lessons specific to those grade level social skills needs.

We have developed an acronym to go along with our school mascot. We are the CCS Hawks.

CCS HAWKS are:

H: High Achievers

A = Active Learners

W = Welcoming

K = Kind

S = Self-starters

These characteristics / traits are encouraged from all of our staff and students, and recognized as an important part of who we are as a community. Teachers nominate students who exemplify one or more of these traits for recognition at our school assemblies. Students also receive a certificate recognizing their good character trait(s).

We are continually looking for ways to support the social and emotional development of our students. As we discover new curriculum opportunities that meet the needs of our students, we will integrate them into this plan for the 2025-2028 plan cycle. Areas we are exploring include:

- Providing SEL PD for our teachers
- Providing SEL resources for our teachers
- Providing guidance for our teachers to integrate SEL curriculum into their daily lessons and use teachable moments to enhance student understanding
- Providing resources and opportunities for our students to practice mindfulness and self-reflection.
    - Social Emotional section on TDP and DEP
- Collaborate and work cohesively to meet the social and emotional needs of our students
    - Create an written SEL plan

*** Ideas for Strengthening the Standard**

1. Provide professional development for the faculty on differentiation, resources, and tools.
2. Use technology more efficiently to improve communication between the Endeavors coordinator and the faculty.
3. Implement DEPs more consistently and seamlessly within the classroom environment.
4. Develop relationships with professionals within the community.

Planned Sources of Evidence

*	Differentiated lesson plans and assignments
*	Student Portfolios
*	DEPs
*	Student inventories, surveys, and interviews
*	Classroom observation documentation
*	Assessments
*	Schedules
*	Digital portfolios
*	Professional Development records
*	Agendas and departmental meeting notes
*	Parent conference documentation

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 3 Additional Resources	N/A	

Standard 4: Personnel and Professional Development

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

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

CCS Response: CCS has an AIG licensed educator on staff whose responsibilities as program coordinator include guiding the direction and development of the Endeavors program, as well as implementing, monitoring and revising the program as needed throughout its three year cycle.

The program coordinator is responsible for:

- Screening and identifying students for the program,
- Planning with teachers and providing them with the tools they need to effectively service the advanced level learners in their classrooms
- Working directly with students in the classroom or in different settings as needed.
- Providing staff development on meeting the academic needs of our gifted learners
- Collaborate with the counselor to meet the social, and emotional needs of our gifted learners
- Communicating with parents/families, faculty and administration.
- Meeting with administration about program implementation, issues, or concerns
- Completing/updating necessary documentation as well as Powerschool pertaining to program enrollment.
- Maintaining and reporting appropriate data for our school and DPI.
- Writing / revising the Endeavors Plan every three years according to the state's three year cycle.
- Presenting the Endeavors Plan to the CCS Board of Directors for approval.
- Submitting our AIG plan to the state for review and feedback.
- Sharing the feedback from the state with the CCS Board of Directors.

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

CCS Response: Since differentiation is at the core of our instruction, all school personnel, including the AIG coordinator, are involved in tasks that address the academic, intellectual, social, and emotional needs of our Endeavors' students.

The program coordinator:

- Plans / Designs appropriate, differentiated curriculum for Endeavors students in collaboration with classroom teachers
- Monitors and provides services if necessary to students in the Endeavors program
- Maintains records (DEPs) and Endeavors documentation
- Participates in on-going AIG professional development
- Provides / recommends on-going professional development for classroom teachers
- Explores and participates in grant-writing activities for programs aimed at gifted students
- Advocates for gifted students

* **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.

CCS Response: The program coordinator meets with faculty at the beginning of each school year to review the Endeavors Program.

- The program coordinator works with the director to provide and implement professional development for all faculty that enhances the educational services for our students in the Endeavors Program.
- Professional development will target
    - Methods of meeting the needs of our gifted students through:
        - Differentiation
- Questioning techniques
- Differentiated Rubrics / Tasks
- How to develop / promote critical thinking skills
- Tiered Instruction / small group instruction
- Classroom management to enhance student learning
- Enrichment
- Expanding the curriculum

- Compacting
- Acceleration
- Meeting the social and emotional needs of our gifted population
    - A nurturing and supportive environment
- Identifying and promoting gifted students that are typically overlooked academically, yet have the potential to excel through creativity, reasoning, problem solving skills and / or leadership skills
- Identifying and meeting the needs of students who are twice-exceptional

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

CCS Response: CCS recognizes the need to provide our Endeavors students with teachers who understand the needs of gifted students and are able to differentiate to meet their needs. Recruiting and retaining teachers with this knowledge is challenging. We currently group students heterogeneously by grade in classrooms where we expect teachers to differentiate instruction for gifted students based on student interests, strengths, learning styles and academic, social and emotional needs. This is our mission, and we work hard to recruit teachers who have the knowledge and ability to enrich and extend the State Standards to better meet the needs of our gifted students. However, we understand that ongoing professional development in the area of gifted education is needed to strengthen our services and better meet the needs of our students. We need to support and equip our teachers and staff with the right tools and resources to provide a quality education for all of our students.

CCS is currently developing a professional development plan that will incorporate the Booster Shots mini professional development units from the Department of Advanced Learning and Gifted Education, a division of NC Department of Public Instruction, and units created from the NC AIG Praxis Study Guide to provide professional development on gifted education for our teachers and staff. This is a multi year plan that will hopefully result in some teachers taking the praxis to receive an AIG license add-on to their teaching license. If teachers complete the course, but choose not to take the Praxis, they will still have an advanced level of education and understanding of how to meet the needs of AIG students. That knowledge and understanding will carry over into the classroom and improve how we serve our students.

Our timeline and goals for developing and implementing the training are as follows:

Year	Goals	Personnel Responsible
1 (School year 2025 - 2026)	1. Create (complete) an outline of professional development (PD) units based on AIG Praxis Study Guide and the Booster Shots 2. Identify additional resources to support and enrich the content. 3. Form a committee to begin writing the PD units of study	Endeavors Coordinator, director
2 (School year 2026 - 2027)	1. Finish writing the PD units of study 2. Create a timeline and schedule the PD classes. 3. Recruit teachers to participate in the PD	Endeavors Coordinator, director
3 (School year 2027 - 2028)	1. Teachers begin taking the classes	
The amount of time needed to complete all of the units will be determined once the units have been written. Teachers will be encouraged to take the Praxis when they finish all of the units.		

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

CCS Response: CCS is continuously looking for ways to recruit and retain new teachers who share the same passion and vision we have for our students and our school. This includes AIG-licensed professionals as well as teachers who have extensive experience working with gifted students and differentiating instruction in the classroom.

Strategies we are taking to recruit and retain AIG-licensed professionals include:

- increase our social media presence to expand our reach and attract new teachers
- provide professional development for our current teachers to obtain and AIG license over time
- Offer a bonus structure
- Provide adequate time for collaboration and planning time
- Planned, intentional intervention support in the classroom to meet the needs of our students at all levels, including our Endeavors students

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

CCS Response: At CCS, we use a project based learning model. Through project based learning, we are able to personalize instruction and build in rigor to make sure every student, regardless of race, ethnicity, or socioeconomic status has access to a variety of higher level learning opportunities. CCS provides professional development opportunities that support teachers with project based learning and their efforts to differentiate for their students.

- School-wide professional development on project based learning and differentiation formally occurs during the teacher work week right before school starts in the fall.
- Follow-up and informal discussions are held each month in our data meetings as we review student data and look at ways to support student growth.
- Purposeful professional development and study group that leads to taking the Praxis and AIG Add-on licensure.

* **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.

CCS Response: Integrating and including the Endeavors Program in the Multi-Tiered System of Support Framework is helping us align our professional development and program goals with total school improvement initiatives and best practices. This process of reviewing, and analyzing our programs keeps us focused on our goals as a school and in the classroom. It also provides opportunities to collaborate and more effectively use our resources and staff to meet the needs of our students. Better communication and written procedures provide more continuity, leading to higher quality instruction and student support.

Professional development opportunities in the areas of differentiation and gifted education are offered and encouraged throughout the year to equip our teachers with the knowledge and skills they need to address the academic, social and emotional needs of our students. Virtual and recorded professional development opportunities are available on our faculty website and can be accessed and reviewed at any time. Planning is data driven and professional development is geared toward helping teachers more effectively collaborate to modify and adapt the curriculum using best practices in gifted education.

The Endeavors Coordinator and classroom teachers are given opportunities to plan, implement, and refine what they learn through professional development. The emphasis of the collaboration is on the design and implementation of best practices in gifted education, and to reflect on instruction and student needs. Instruction is adjusted and new strategies are implemented regularly based on learner outcomes and objectives. Assessments, both formal and summative, and observations guide the planning process. Our small campus, staff, and use of technology also allow for teachers to communicate, collaborate, and plan using Google Drive and email, or on a more informal basis before school, after school, or between classes. We work together as a team to meet the needs of our students.

*** Ideas for Strengthening the Standard**

1. Provide professional development on meeting the needs of our gifted learners, targeting differentiation methods, compacting curriculum, and providing enrichment opportunities.
2. Follow up on the professional development to ensure that the knowledge is being utilized in the classroom to enhance the education of our gifted learners.
3. Survey teachers on what they need from the Endeavors Program and the coordinator to effectively meet the needs of their gifted students.

Planned Sources of Evidence

*	Endeavors Program / Endeavors Program coordinators responsibilities
*	DEPs
*	Lesson Plans
*	Assignments
*	Professional development agendas, minutes, presentations
*	List of AIG certified teachers
*	List of teachers that meet experience criteria

Documents

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

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.

CCS Response: CCS believes that parent involvement is essential to student learning, and values parent support at home, on campus, and in the classroom. We continuously encourage our parents to volunteer and actively participate in classroom and school wide initiatives because parent involvement shows that they value education and are committed to our school. That is a powerful message for our students.

Parents are also an integral part of our Endeavors Program. They are encouraged to join our Endeavors Advisory Board to provide feedback and participate in the plan writing process. We seek their input in the identification process and in the development of their child's DEP, as well as through surveys and questionnaires. We meet with them to go over and approve their child's DEP annually, and we seek their help throughout the year to encourage their children to reach their true potential.

Occasionally, our Endeavors students need additional social, emotional, and behavior support above and beyond typical classroom management. When this occurs, we meet with the student's parents and together develop a plan to support their child's needs. We use a wide range of options, depending on the needs of the student and the resources available. Some of those options can include, but are not limited to:

- Reflections
- Special seating arrangements
- Reminder cards / Checklists
- Behavior plans with specific goals
- Providing a safe space for a short break
- Dog Therapy Program

The Dog Therapy Program has been a great addition to our school for both the students, and for the dogs and handlers. At least one of the handlers is a parent. The program builds confidence and acceptance, reduces stress and anxiety, and brings comfort and companionship for our students.

Our goal with each of these options is to help each child become a positive, productive, and contributing member of our school community, which in turn prepares him / her to become a positive, productive, and contributing member of the larger community in which they live.

We continually look for new ways to intentionally strengthen the partnership between our Endeavors program and our families. We are excited about a new idea that we plan to implement this coming year. To strengthen our commitment and partnerships with our parents, we are planning to create a new Family / Business Directory. This directory will promote businesses that are directly associated with our families and provide a network for our community to connect people with the services they need. We hope that providing this service for our families and our community will foster new partnerships and strengthen relationships within our school community and our larger local community.

* **Practice B**
Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and support the local AIG program and services.

CCS Response: CCS is prioritizing partnerships with community stakeholders throughout this plan cycle. With a new focus on two-way partnerships, we hope to establish mutually beneficial, long term partnerships with the following:

- Louisburg College - We have had a relationship with Louisburg College in the past through their science labs and campus tours. We plan to reach out again to see how we can build a lasting, mutually beneficial relationship.
- First Fruits Farm - Jason Brown has created a community outreach program through his farm. We are looking for ways we can support his efforts while providing our students with hands-on experiences.
- Novonesis - Novonesis is a biosolutions company with a global reach. They actively support education through their STEM education programs.
- Wade Moore - A local sand and gravel supplier that specializes in BIO retention and stormwater treatment media.
- Our local WalMart - Our local WalMart has been extremely supportive of our school through donations of school supplies and teacher appreciation gifts. We are reaching out to open communication and see how we can better support their initiatives.

In addition to creating the Family / Business Directory mentioned above, CCS has reached out to many businesses in our area for sponsorships, and in return we have provided advertisements for those businesses through banners posted on our fences, and in our yearbooks We would like to explore those relationships further to see if we can develop stronger two-way partnerships that have a greater impact on our students.

Another goal for this plan cycle is to add more community members / stakeholders to our Endeavors Program Advisory Board to help support our Endeavors learners through input and shared ideas. We hope that by strengthening our partnerships, we will also be strengthening our relationships with more stakeholders, and in turn, creating more hands-on, real-world learning opportunities for our students.

As we develop these partnerships, and establish new opportunities for our students, we recognize that we must also establish clear objectives and differentiated opportunities for our Endeavors students

Steps to be taken during this plan cycle:

1. Reach out to all potential partners to open communication and discussions on building strong, two-way partnerships.
2. Survey parents about businesses for Family / Business Directory.
3. Create the Family / Business Directory.
4. Publish the Family / Business Directory on our website.

5. Explore learning opportunities with our partners and connect those opportunities to curriculum; enrichment, extension, character development, leadership skills, social and emotional learning.

* **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.

CCS Response: CCS has established an advisory group to review, rewrite, implement and monitor the Endeavors Program. The advisory group is made up of community members, gifted students' parents and families, teachers, and other instructional and support staff. This advisory committee was first implemented during the 2021 - 2022 school year, and efforts are ongoing to recruit parents and community members that are representative of the diverse populations of the school.

Recruiting volunteers to be on the advisory board has been challenging. We are continually looking for new ideas on how we can increase parent and community member participation. We hope to increase the number and diversity of our advisory board through the new, stronger two-way partnerships.

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

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

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

CCS Response: CCS recognizes that parents have chosen to partner with us in the education of their child. CCS also recognizes the importance of communication with parents, faculty, and the community. Communication is essential to ensure their continued support throughout the process.

English and Spanish versions of our program information and brochures will be available for our parent information meeting at the beginning of the school year, in our school office throughout the year, and at our Open House and Family Night events. Differentiated Education Plans, opportunities available for AIG students, and other AIG related correspondence will also be provided in both English and Spanish. English and Spanish versions of the Endeavors Program, the brochures, and advanced learning opportunities will also be available on our school website. Other languages will follow as needed. Article 9B, and the NC AIG Program Standards are also included in our Endeavors Plan.

The faculty at CCS will also receive updated information about our Endeavors Program at the beginning of each school year. They will review the program, as well as receive updated brochures, information about the identification process, and DEPs for the gifted and high achieving students in their classes. This information, along with professional development opportunities and ways to access advanced learning options will be posted on our faculty and staff website.

Our Board of Directors reads and approves the Endeavors plan each three year plan cycle, and our advisory board reviews each standard, analyzes our plan along with the feedback from the state, and makes recommendations for updates and improvements.

*** Ideas for Strengthening the Standard**

1. Form more partnerships with businesses and organizations to enhance our Endeavors Program.
2. Apply for available grant opportunities to enhance the Endeavors Program.

Planned Sources of Evidence

*	CCS website
*	Brochures (Spanish Translation)
*	Endeavors Program (Spanish Translation)
*	Meeting agendas and documentation
*	Meeting rosters and sign-in sheets
*	Copies of grant applications

Documents

Type	Document Template	Document/Link
AIG Standard 5 Additional Resources	N/A	Endeavors Program Brochure 2025

Crosscreek Charter School (35A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 6: Program Accountability

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

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

CCS Response: CCS has developed a written plan, known as the Endeavors Program, that describes the procedures and services for our gifted students and high achievers. The plan has been written in accordance with state legislation and policy, and was approved by the CCS Board of Directors on __June 10, 2025__. It was then sent to SBE/DPI for review and comment on ___July 15, 2025____.

The process of reviewing and revising the Endeavors Plan includes:

1. Collecting data relevant to the program
    - Nominations / Referrals
        - Data is collected through a Google nomination / referral form
    - Screening reports
        - STAR Assessments
        - mClass
        - BOG / EOG results
    - Student records / documentation
    - Differentiated Education Plans
        - goals and objectives
    - Demographics
    - Progress Monitoring (individual growth) reports
    - Observations
    - Classroom progress
        - academic scores
        - academic progress
        - rubrics / projects
    - Surveys
        - Parents
        - Teachers
        - Students
    - Funding for AIG
        - Budget
2. Recruiting and meeting with members for the Advisory Board
    - Parents
    - Staff
    - Community stakeholders
3. Review and edit the plan using the data mentioned above and feedback / information from
    - the state Department of Advance Learning and Gifted Education
        - previous plan feedback
        - regional meetings
        - Spring and Fall Institutes
        - Coordinators' Corner website
4. The revised plan is then submitted to the CCS Board of Directors for review and approval prior to submitting it to the state Department of Advance Learning and Gifted Education for review and feedback.

* **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.

CCS Response: The Endeavors Program coordinator and the director monitor the implementation of the program to ensure that it follows all current legislation and state policies. This process includes but is not limited to:

- Monitoring referrals
- Developing and monitoring DEPs, as well as collecting evidence of compliance.
- Maintaining an accurate headcount of students enrolled in the program.
- Distributing, collecting, and analyzing surveys, questionnaires.
- Collecting and analyzing other AIG related data
- Meeting with classroom teachers to ensure that Endeavors students' needs are being met.
- Observing students in the classroom setting.

* **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.

CCS Response: CCS will use and monitor state funds for our Endeavors Program according to state policy.

Funding for the Endeavors plan is equal to four percent of the Average Daily Membership.

Expenses related to our Endeavors Program are tracked through our Finance Department and fall under the following categories:

- Payroll
  - Salaries of Endeavors Coordinator / AIG-certified teachers when applicable
- Supplies and materials for gifted education
  - Educational materials / supplies for our advanced learners
  - Project supplies used to differentiate for our advanced students
- Professional Development in the area of gifted education

Accountability lies with our CCS Director, our Finance Director, and our Endeavors Coordinator to plan and monitor these expenses within the Endeavors Program and in accordance with state policy.

* **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.

CCS Response: CCS recognizes the importance of data collection and data sharing in the overall education / accountability process. The Endeavors coordinator in collaboration with the CCS director will maintain, analyze, and share student achievement, and student growth for our gifted students and high achievers. Data, including but not limited to student enrollment, demographics, and performance will be shared with all stakeholders.

- Endeavors Program referrals by race, gender, and referral type
  - This information is recorded and collected from the Google nomination form.
- Endeavors Program enrollment by race and gender
  - This information is recorded and collected from the NC Student Information System (NCSIS)
- Analysis of student performance in the classroom
  - Scores on classwork, projects, and assessments
  - Teacher input
  - Observations
- Analysis of student performance on screening and progress monitoring assessments.
  - Data pulled from STAR and mClass
  - MTSS / Data Meetings
- Analysis of student performance on standardized testing
  - BOG, EOG
- Analysis of social / emotional behavior / personal wellness
  - Student surveys at least twice a year
  - DEP planning document
  - Behavior Write-ups / tracking

CCS is a K-8 school of choice. Annual drop-out data does not apply.

* **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.

CCS Response: Efforts to increase enrollment of typically underrepresented populations in our Endeavors Program is a continuous priority for CCS. And monitoring that data on a regular and consistent basis helps to support those efforts.

The Endeavors coordinator in collaboration with the CCS director will maintain, analyze, and share student achievement, and student growth for our typically underrepresented populations in the Endeavors Program. Data, including but not limited to student enrollment, demographics, and performance will be shared with all stakeholders.

- Endeavors Program referrals by race, gender, and referral type
- Endeavors Program enrollment by race and gender
- Analysis of student performance in the classroom
- Analysis of student performance on standardized tests
- Portfolio showcasing student work / creativity.
- Attendance records
- Retention data

Attendance Data

Attendance is a concerning issue for many of our underachieving students, and we realize that gifted students could be overlooked if they are not in school, and / or are not performing to their ability because of missed instruction and a high number of absences. This has led to many discussions among faculty and administration, research into causes and possible solutions, and thoughts on how to improve attendance for those who are missing too much instruction. The following procedures have been put in place to reduce the number of absences among our students.

- Classroom reward system. When a class has 100% attendance, they earn a letter.
    - In the first round, each letter is used to spell out the word PRESENT.
        - Once the students have earned all of the letters in the word PRESENT, the class celebrates with a special treat like ice pops or popsicles.
    - In the second round, each letter earned will spell out the word ALL PRESENT.
        - Once the students have earned all of the letters in the word ALL PRESENT, the class celebrates with another special treat, like ice cream sandwiches or
    - If a class makes it to the third round, they spell out the words PERFECT ATTENDANCE.

    - Once the students have earned all of the letters in the word PERFECT ATTENDANCE, the class celebrates with a special lunch like pizza or chicken nuggets from McDonalds

- Students receive a certificate and are recognized quarterly for perfect attendance with their picture in the school newsletter.
- If a student is absent three days in a row, and we have not heard from the parent, the teacher is required to reach out to the parent to find out why the student is missing school.
    - If the student continues to miss school, the administration will reach out to the parent
- The importance of attendance is stressed at every parent event.
- Attendance letters go home with our Student Quarterly Assessments (SQAs) if a student has excessive absences.
- Attendance is also scored under our Learner Qualities on our SQAs, and totals for attendance, tardies, and early leaves for each term are included.
- We help parents find carpool solutions when transportation is an issue.
- We try to work with the parent to meet the social and emotional needs of the child, either in school, or through collaboration with professionals when necessary.
- In extreme circumstances, or where the child could be in danger, we work with the Department of Social Services to conduct a welfare check on the student.
- Teachers post materials and assignments in Google Classroom. Students can access Google Classroom and complete assignments when they are absent.
    - Quizzes and assessments must be completed when the student returns to school.

Retention Data

Retention data also provides an opportunity to reflect on how we are meeting the needs of our students. Through progress monitoring, DEPs, and services that address the needs of the child, we are able to prevent our identified Endeavors students from reaching a point of retention. We work proactively with the parents and the student to implement a plan that provides supports and guidelines for the student to be successful.

For students not identified, the possibility of retention is a red flag that prompts us to look at the needs of the child and how we are meeting those needs. We look at each student individually, meet with the teachers and the parents and determine the best course of action for that child. Part of that process includes identifying the student's strengths. Gifted students can develop asynchronously. They may have gaps in some areas, and high level strengths in other areas. Teachers are provided with a checklist of strengths and characteristics of gifted students. If the student exhibits gifted characteristics, the AIG Coordinator may be included in the meeting and documentation will be collected to determine if the student should be placed in the Talent Development Program and given a TDP with goals and objectives. It's important that we recognize these characteristics and create the best plan for that child. The Naglieri General Abilities Test can also be used to gather more information. Our school retention policy is detailed below.

CCS Retention Policy: The Crosscreek Charter School is committed to helping all students realize their fullest potential, including remediation for students that are experiencing difficulty. To that end, retention may be appropriate for a student experiencing extreme academic difficulty or serious health or family emergencies. We recognize that each child develops at different rates in all areas including intellectual, social, emotional, and behavioral. Retention is considered after various other remediation steps have been employed by the student's teacher(s) and academic team with insufficient success. Prior to

making a recommendation for retention, the teacher will first discuss retention with the parent or guardian of the child and include parent input in the retention recommendation to the School Director.

Factors that may be considered in the retention discussion:

- inability to master grade level appropriate skills and knowledge as measured by End of Grade Test
- other standardized assessments
- student portfolios
- attendance
- age
- repeated retentions
- limited English proficiency
- special education (IEP)
- limited response to evidenced based academic instruction and intervention

Twice-Exceptional

It is also important that we analyze our data to make sure we are not overlooking our twice exceptional students. Gifted students often exhibit similar characteristics, even if they have a disability. By providing our teachers with a checklist and professional development on how to look for gifted traits in students, we are better able to identify students and meet their unique learning needs.

When appropriate, students can be given the Naglieri General Abilities Test to gather more information..

Data analysis and reflection will raise awareness and help guide our efforts to increase these underrepresented populations in the Endeavors Program.

* **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.

CCS Response: To best serve our gifted students and high achievers, it is imperative that our teachers know and understand how to address the needs of our gifted population. Training in differentiation, gifted characteristics, social and emotional development, and in developing rigorous curriculum that is challenging, complex, and at an appropriate level for our students is a necessity. Schoolwide professional development is provided at the beginning of each school year, and teachers are encouraged to complete online professional development courses in the area of gifted education as well. Credentials and professional development courses are recorded and maintained by the CCS License Specialist in the school office.

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

CCS Response: CCS distributes surveys annually to gather feedback from students, parents / families, teachers, and other stakeholders regarding the implementation and effectiveness of our Endeavors Program. The data is then analyzed and combined with other data to make improvements to the program.

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

CCS Response: Data collected annually regarding the implementation and effectiveness of the Endeavors Program as well as information gathered during the three year review cycle will be disseminated to our shareholders through our CCS website, and reviewed in our meetings with the advisory board and the CCS Board of Directors.

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

CCS Response: CCS protects the rights of all of our gifted students and high achievers, as well as their parents/guardians and families through these established, written policies, procedures, and practices.

Parents/guardians are informed of these policies and procedures when their child is referred to the Talent Development Program and / or the Endeavors Program, at our annual parent meeting at the beginning of the school year, and at each child's Talent Development Plan (TDP) / Differentiated Education Plan (DEP) / parent/guardian meeting.

Signed consent is required at each level of the process, including:

- Identification
- Placement
- DEP (initial and annual reviews)
- Annual Review - Students will be reevaluated yearly, and DEPs will be modified or rewritten at that time to reflect changes in the student's goals and services.

Procedures to Resolve Disagreements

When a child is nominated for our Endeavors Program, the data is collected and an Individual DEP meeting is scheduled with the parent(s)/guardian(s) and student. The data is reviewed and discussed by all participants in that DEP meeting, and it is determined whether or not the student will be placed in the Endeavors program. The participants may include, but are not limited to: the CCS Endeavors Coordinator, the CCS Director and / or Assistant Director, the student's teacher(s), parents/guardians and the student. The meeting is open for others to participate if their participation is relevant to the needs of the student. Parents/guardians are part of our team, and their input is important to us. In addition to meeting with parents/guardians at their child's DEP meeting, we meet with parents/guardians collectively at the beginning of the school year, and parents/guardians are encouraged to join our Endeavors Advisory Committee.

While they are an integrated part of the process, disagreements can occur. In the event a parent/guardian does not agree with a decision made concerning his/her child, that parent/guardian can appeal to the Endeavors coordinator and the Director at Crosscreek Charter School. If the parent/guardian is not satisfied with the results of that meeting, he or she can appeal in writing to the Crosscreek Charter School Board of Directors. If the parent/guardian is still not satisfied with the results of the Crosscreek Charter school Board of Directors' decision, and the disagreement is within the scope of the NC state law, he or she can file a petition for a contested case hearing according to State Statute 115C-150.8, provided below.

§ 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).)

New Students

Students identified as gifted by another school system will immediately become part of the Endeavors Program at CCS. The student's records will be reviewed by the director and the Endeavors program coordinator as soon as they become available to our school. A DEP meeting will be scheduled so the Director and / or Assistant Director, the teacher(s), the program coordinator, and the parents can collaborate to determine the best way to differentiate and meet the needs of the child.

Non-identified students new to our school, will follow the nomination process described above if applicable.

Possible Removal from the Program

A student can be removed from the Endeavors program by parent request. However, we believe if a student is identified, there is enough data / evidence to indicate that the student needs to be challenged beyond what general education classes can offer, and therefore needs to be in the program. Before a student is removed from the Endeavors program by parent request, a meeting will be held with the parent(s), teachers, director, and program coordinator, to determine if changes in the way the student is serviced will better meet the needs of the student. If the parent still decides to remove their child from the program, that student can be added to the program again in the future with parent permission.

It is important to note, that because of our commitment to meet the individual needs of every child, it is our goal to keep any student that is identified, in the program if possible, and only remove students by parent request. Only under extreme circumstances would CCS recommend or remove a student from our Endeavors Program once they have been identified. All other possible options would have to be implemented prior to removal. Any student removed from the program will continue to be challenged at his or her level within the classroom setting according to his or her ability through differentiation.

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*** Ideas for Strengthening the Standard**

1. Develop / modify / improve, and distribute surveys that provide useful data regarding the evaluation of the Endeavors Program.
2. Complete walkthroughs and observations to assess the fidelity of services.

Planned Sources of Evidence

*	Endeavors Plan
*	Brochures
*	Observations
*	Agendas, notes, meeting documentation
*	Enrollment data
*	DEPs
*	School data / subgroup data for Endeavors Program
*	EOG / EOC scores
*	Licensure reports
*	Professional development records
*	Surveys
*	Survey data

*	Documentation of complaints and resolutions

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

Local Board of Education Approval

Crosscreek Charter School (35A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:
06/10/2025

AIG Related Documents

Crosscreek Charter School (35A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Required Documents		
Type	**Document Template**	**Document/Link**
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	Local Board of Education Approval Template	Local AIG Plan Board Approval Document 2025

Optional Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 1 Additional Resources	N/A	CCS DEP Form - 2025 Blank CCS TDP Form 2025 - Blank CCS Endeavors Program Data Collection Checklist
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	Endeavors Program Brochure 2025
AIG Standard 6 Additional Resources	N/A	

Crosscreek Charter School (35A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Phrase	Definition