

Overview: Mission/Vision Statement and Funding

Crosscreek Charter School (35A) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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

For 2022-2025, the Crosscreek Charter School 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.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
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* \$	106,579.68	* \$	0.00	* \$	0.00	* \$	0.00
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Standard 1: Student Identification

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Standard 1: Student Identification

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

*** Practice A**

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

CCS Response: CCS has developed screening and referral processes that lead to AIG identification at all grade levels.

Screening Process for Grades K-2

Students come to CCS from a variety of backgrounds and experiences. So it is not unusual for some students to be much more advanced than their peers, even as young as kindergarten. CCS is committed to meeting each student's individual needs and challenging them at their level. Teacher input is solicited through surveys / questionnaires at least twice a year, and data is collected through observations, classroom performance, student work, parent input, Istation assessments, and standardized test scores when available. Istation is our universal screener. Students who score 5's on their Istation ISIP assessment for a minimum of three times within one school year will be admitted to the Endeavors Program. Students who demonstrate abilities far more advanced than their peers in three different areas of data collection; IStation, classwork, assessments, surveys, checklists, etc. but do not have the three 5 needed on the ISIP will be admitted to our K-2 developmental / nurturing program while more data is collected over time to ensure an accurate identification. The data collected allows us to determine if the child possesses the characteristics of a gifted child /advanced learner as opposed to those who have a strong background and a variety of experiences but may level out over time. It is important to us that we do not misidentify a student at this early age, because that sets unfair

expectations on that child throughout their education. At the same time, we do not want to deny services to students who might be academically / intellectually gifted.

Screening Process for Grades 3-8

The screening and referral process for students in grades 3-8 is similar to the screening process 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.

- Teacher surveys - conducted at least twice a year
- Classroom observations - conducted several times throughout the year
- Istation ISIP scores
- A review of standardized test scores when available (Including IOWA and NC State Beginning and End of Grade Tests)
- Classroom performance - ongoing throughout the year
- Parent surveys / questionnaires - beginning and end of the school year
- Teacher recommendations - upon receipt
- Parent recommendations - upon receipt
- Student recommendations - upon receipt

The screening process 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 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
2. A review of
 - a. Standardized test scores (when available)

- i. Accepted 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
 - ii. Classroom observations
 - iii. 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.
 - i. Assessments
 - ii. Achievements

iii. 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.
- 3. A Differentiated Education Plan (DEP) will be developed for students who are identified for the program. This plan documents the identification process, the goals for the student, and the services may include, but are not limited to:
 - a. Differentiated instruction in the classroom
 - i. Modified 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 an individualized plan.

The identification process for students in Kindergarten through second grade will follow the same process outlined above. Students who show advanced level ability / achievement above their grade-level peers will be monitored and data will be collected and reviewed to determine eligibility and need. As mentioned above, students who score 5's on their Istation ISIP assessment for a minimum of three times within one school year will be admitted to the Endeavors Program. Students who demonstrate abilities far more advanced than their peers in three different areas of data collection; IStation, classwork, assessments, surveys, checklists, etc. but do not have the three 5s needed on the ISIP will be admitted to our K-2 developmental / nurturing program while more data is collected over time to ensure an accurate identification. Classroom teachers are expected to differentiate instruction for these students to further develop their talents and abilities. If it is determined that a student needs more than just differentiation within the classroom, a standardized test will be administered to determine aptitude, and a team (director, AIG Coordinator, classroom teacher, parent, any other potential stakeholders) will meet to discuss the best option(s) for the child. The options could range from subject acceleration to grade level acceleration. The team will also determine the best methods for delivering services and a DEP will be created for the child so he/she can be monitored closely and supported as needed.

Data collected includes, but is not limited to:

- Teacher surveys indicating the child consistently performs above his / her grade level peers.
- Teacher observations – focus on both academics and social / emotions skills (maturity level)
- AIG team observations – focus on both academics and social / emotional skills (maturity level)
- Student work / portfolio
- Parent Input
- Standardized testing
- Istation ISIP scores

New Students

Students identified as gifted by another school system will immediately be considered for 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. The director, the teacher(s), the program coordinator, and the parents will 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.

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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					

	<p>* Grade-level standardized test scores of 95th percentile or higher in reading. OR Above grade-level standardized test scores of 90th percentile or higher in reading. OR Three 5s on the Istation ISIP reading assessments within one school year. AND Classroom performance / portfolio demonstrates a clear need for differentiated instruction. AND Non-traditional data confirms and supports this level</p>	<p>* Grade-level standardized test scores of 95th percentile or higher in math. OR Above grade-level standardized test scores of 90th percentile or higher in reading. OR Three 5s on the Istation ISIP math assessments within one school year. AND Classroom performance / portfolio demonstrates a clear need for differentiated instruction. AND Non-traditional data confirms and supports this level</p>	<p>* Grade-level standardized test scores of 95th percentile or higher in both math and reading. OR Above grade-level standardized test scores of 90th percentile or higher in reading. OR Three 5s on the Istation ISIP reading and math assessments within one school year. AND Classroom performance / portfolio demonstrates a clear need for differentiated instruction. AND Non-traditional data confirms and supports this level</p>	<p>* Grade-level standardized test scores of 97th percentile or higher in one or more areas. AND Non-traditional data confirms and supports this level</p>	<p>* Grade-level standardized test scores of 97th percentile or higher. OR Above grade-level standardized test scores of 93rd percentile or higher. AND Classroom performance / portfolio demonstrates mastery of current level content or above and a clear need for differentiated instruction. AND</p>
3-5					

<p>* Grade-level standardized test scores of 90th percentile or higher in reading. OR A score of 5 on the grade-level End of Grade test in reading. OR Above grade-level standardized test scores of 80th percentile or higher in reading. AND Classroom performance / portfolio demonstrates a clear need for differentiated instruction. AND Non-traditional data confirms and supports this level</p>	<p>* Grade-level standardized test scores of 90th percentile or higher in math. OR Above grade-level standardized test scores of 80th percentile or higher in math. AND Classroom performance / portfolio demonstrates a clear need for differentiated instruction. AND Non-traditional data confirms and supports this level</p>	<p>* Grade-level standardized test scores of 90th percentile or higher in both math and reading. OR A score of 5 on the grade-level End of Grade test in both math and reading. OR Above grade-level standardized test scores of 80th percentile or higher in both math and reading. AND Classroom performance / portfolio demonstrates a clear need for differentiated instruction. AND Non-traditional data confirms and supports this level</p>	<p>* Grade-level standardized test scores of 90th percentile or higher. OR Above grade-level standardized test scores of 87th percentile or higher. AND Classroom performance / portfolio demonstrates mastery of current level content or above and a clear need for differentiated instruction. AND Non-traditional data confirms and supports this level</p>
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6-8	<p>* Grade-level standardized test scores of 90th percentile or higher in reading. OR A score of 5 on the grade-level End of Grade test in reading. OR Above grade-level standardized test scores of 80th percentile or higher in reading. AND Classroom performance / portfolio demonstrates a clear need for differentiated instruction. AND Non-traditional data confirms and supports this level</p>	<p>* Grade-level standardized test scores of 90th percentile or higher in math. OR Above grade-level standardized test scores of 80th percentile or higher in math. AND Classroom performance / portfolio demonstrates a clear need for differentiated instruction. AND Non-traditional data confirms and supports this level</p>	<p>* Grade-level standardized test scores of 90th percentile or higher in both math and reading. OR A score of 5 on the grade-level End of Grade test in both math and reading. OR Above grade-level standardized test scores of 80th percentile or higher in both math and reading. AND Classroom performance / portfolio demonstrates a clear need for differentiated instruction. AND Non-traditional data confirms and supports this level</p>	<p>* Grade-level standardized test scores of 96th percentile or higher. OR Above grade-level standardized test scores of 87th percentile or higher. AND Classroom performance / portfolio demonstrates mastery of current level content or above and a clear need for differentiated instruction. AND Non-traditional data confirms and supports this level</p>
9-12	<p>* N/A</p>	<p>* N/A</p>	<p>* N/A</p>	<p>* N/A</p>

*** Practice C**

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

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.

While the state of North Carolina focuses on identification in the areas of math and reading, we also recognize that students might be gifted and/or talented in other areas as well. 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. 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 program in areas other than math and / or reading will receive a DEP within our Endeavors Program, but will not be entered into the state's Powerschool system. Parents will also be notified that their participation in our AIG program may not be recognized by other school systems.

*** 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. CCS is committed to meeting the needs of every student entrusted in their care.

*** Practice E**

Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/families, 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 a student's AIG identification process and evidence which leads to an identification decision. This documentation is reviewed with parents/families and maintained in student records.

Once it has been determined that a student meets or does not meet the criteria for the Endeavors Program, parents are notified and a meeting is scheduled to review the process and the data used to make the determination. If a student does qualify, individualized plans (DEPs) will be developed by the teacher(s), the Endeavors Program coordinator, the director, 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 an individualized plan. The identification process and decision will be maintained in the student's records.

Procedures to Resolve Disagreements

In the event a parent or guardian does not agree with a decision made concerning his/her child, that parent can appeal to the director. If the parent is not satisfied with the results of that meeting, he or she can appeal in writing to the Crosscreek Charter School Board of Directors. The decision made by the Board of Directors is final.

Possible Removal from the Program

A student can be removed from the Endeavors program if there are concerns about academic progress, behavior, necessity, or by parent request. Before a student is removed from the Endeavors program, 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. The meeting may result in the immediate removal of the student from the program, or a probationary period in which the student may be required to meet specified objectives within a specified amount of time in order to remain in the program; whichever is deemed most appropriate for the student. A student can be nominated for the program again at a later date if his or her situation warrants it.

It is important to note, that because of our commitment to meet the individual needs of every child, 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.

*** 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
* DEPs
* Endeavors headcount and demographics
* Curriculum

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

Standard 2: Comprehensive Programming within a Total School Community

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Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

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

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.

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.

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.

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
- Enrichment 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.



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*** Practice B**

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

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,
- 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, our counselor, or the director.
- Consult with parents,
- 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.

Collaboration among the teachers, the Endeavors coordinator, the counselor, and the director will facilitate services and better meet the needs of our students.

*** Practice C**

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

CCS Response: Through consultation and collaboration, our teachers work together with the Endeavors coordinator and special needs instructors to meet the needs of our students within our general classroom environment. Our goal at CCS is to meet the needs of all of our students through differentiation, to prepare them for higher education, and to “inspire active learners and responsible citizens”. Pull-out is used when necessary to meet some of the unique individual needs of our students, but inclusion is our primary model of instruction. Our Endeavors program fits right in with this model by effectively integrating our services into our classroom instruction. This is accomplished through close communication and collaboration between the general education teachers and the Endeavors coordinator with a focus on the NC Standards and Objectives. Our team of teachers are working 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.

*** 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.

*** 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, 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,
 - monthly iStation data analysis,
 - 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 signature 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.

- 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 forwards them to 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 opportunities for acceleration, including whole grade level acceleration, and single subject acceleration when there is evidence that indicates a need for the child to advance.

When there is sufficient evidence that a child has the potential to “skip” a grade level, the parents are consulted and a joint decision is made by all of the people involved. The body of evidence includes but is not limited to:

- Student performance,
- Portfolio,
- Standardized testing (IOWA, NC EOG),
- Observations
 - Teacher
 - The Endeavors coordinator

- Director
- Social and emotional readiness of the student

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.

Student performance, classroom observations, teacher recommendations, maturity level, and parent input are all considered when determining whether or not a child in grades K-2 should accelerate to another grade level for a particular subject. All parties involved, including but not limited to the current classroom teacher, the advanced grade level teacher, the Endeavor’s coordinator, the director, and the parents will meet to make the final decision. In grades 3-5, the process is similar, but standardized testing and NC EOG scores will also be considered as evidence.

At the middle school levels, the opportunities to skip grade-level content occur in math, where students can be placed in advanced math classes regardless of their current grade level. These advanced math classes include but are not limited to a Pre-Algebra class, Algebra I, and Geometry. Algebra I and Geometry are both high school level courses. Evidence at the middle school level includes but is not limited to:

- Student performance,
- Portfolio,
- Standardized testing (IOWA, NC EOG),
- Observations
 - Teacher
 - The Endeavors coordinator
 - Director

- Social and emotional readiness of the student

Again, all parties involved, including but not limited to the current classroom teacher, the advanced math teacher, the Endeavor's coordinator, the director, and the parents will meet to make the final decision.

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.

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

*** Practice H**

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

CCS Response: In an effort to reach traditionally underrepresented gifted students and high achievers, CCS accepts nominations from teachers, coaches, parents, and peers, as well as students who want to nominate themselves for the Endeavors program.

Multiple sources of data are collected and reviewed for the identification process. In addition to quantitative data such as standardized test scores, CCS collects and reviews qualitative data such as but not limited to inventories, checklists, observations, portfolios, Student Quarterly Assessments (CCS progress reports), report cards, and parent input. This combination of data provides a more complete profile of each student, and may reveal gifted traits and behaviors that could otherwise be missed. Students will not be excluded from the program based on one piece of data.

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 are some of the methods that can be used to identify higher levels of achievement.

Furthermore, as part of our School Improvement Plan, CCS is continually reviewing student data pertaining to these underrepresented populations, and is developing 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.

As a result of our discussions, CCS is working on a pilot program which recognizes and follows students who speak two languages fluently. 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 are in the planning stages of forming a committee to review ESL student data and make recommendations on how we can be more inclusive and broaden student access to more advanced learning opportunities for these students.

In addition, we are reviewing our plan and looking for ways to improve access for our twice-exceptional students who may be overlooked or unable to qualify for services under the current criteria.

* Practice I

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

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 Olympiad / Science Club
- Student Government / Council
- Band
- Family Nights (presentations, performances, and project displays)
- School Newscast
- Student Ambassadors

*** 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	 CCS DEP Form

Standard 3: Differentiated Curriculum and Instruction

Crosscreek Charter School (35A) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

CCS Response: Differentiation is at the core of what we do at CCS. The Endeavors program coordinator and the classroom teachers work together to plan and adapt the curriculum to better meet the diverse needs of our more advanced learners. We offer challenging, rigorous activities based on NC Standards in language arts, math, science and social studies through enrichment activities, extensions, and acceleration when appropriate.

Using the inclusion model, the Endeavors program coordinator supports the classroom teachers by providing them with the tools, and strategies they need 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.

If it is determined by the teacher, the director and the Endeavors Program coordinator that these methods are not enough to meet the needs of the child, other methods may be considered. These methods may include curriculum compacting, acceleration, instruction in another classroom or grade, or skipping a grade altogether. For example, middle school students with higher mathematical skills are often grouped together in advanced level math classes, which allows them to move through the curriculum faster and / or explore mathematical relationships and concepts on

a deeper level. These options require a great deal of consideration and parent input, and will not be implemented without parent consent.

Middle School Advanced Math Classes:

Accelerated Math Classes: Students who are identified as advanced in the 5th or 6th grade math curriculum will be advanced to an accelerated math class or Pre-Algebra class depending on their abilities and readiness. These advanced level classes put our students on a path for advanced level math classes throughout their remaining middle and high school years. To qualify for these accelerated math classes, a student must meet at least two of the prerequisites outlined below.

- A district math test score of 90th percentile or higher
- A NC EOG math score of 5
- Evidence of consistently mastering grade level math curriculum in the classroom
- Teacher recommendation based on documented evidence of advanced level performance
 - observation

Math 1: Students who have successfully completed the prerequisites and are ready will be advanced to Math 1 class. New students will be evaluated based on student records, assessment data, and parent input.

Math 2: Students who have successfully completed the Math 1 class will be advanced to the Math 2 class. Again, new students will be evaluated based on student records, assessment data, and parent input.

*** Practice B**

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

CCS Response: 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 work in areas of interest, conferencing, self-assessments and reflections. Observations and assessments are ongoing throughout the year and the curriculum is adjusted accordingly.

The Endeavors program itself is also reviewed and assessed on a continual basis throughout the year, and instruction will be modified and adjusted appropriately based on well documented, well-researched practices in gifted education.

*** Practice C**

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

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. Khan Academy: <https://www.khanacademy.org>
2. IStation: <https://www.istation.com/>
3. OpenEd: <https://www.opened.com/>

4. Shodor Interactive: <http://www.shodor.org/interactivate/>
5. NBC Learn: <http://www.nbclearn.com/portal/site/learn/resources>
6. NOVA: <http://www.pbs.org/wgbh/nova/>
7. Code.org: <https://http://www.pbs.org/wgbh/nova/code.org/learn>

*** Practice D**

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

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 and inform flexible grouping practices.

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**

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

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. At CCS, we promote an accepting environment where students are strongly encouraged to treat each other with respect and to embrace diversity. 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, counseling, 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 twice a year in grades 6-8 to better understand our students' needs, and are implementing SEL lessons specific to those grade level needs. We plan to expand this to K-5 in the near future.

We are continually looking for ways to support the social and emotional development of our students and are in the process of implementing new ideas for our school improvement plan as well. New surveys and curriculum ideas will be added to our program this fall, and if successful will be integrated into this plan for the 2022-2025 plan cycle.

*** Practice G**

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

CCS Response: As stated earlier in this document, 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. Crosscreek Charter School is committed to meeting their individual needs and challenging them at their

level. Data is collected through observations, classroom performance, student work, parent input, and standardized test scores when available. Each child's needs are met in the classroom through differentiated instruction, curriculum, and / or modified assignments and expectations. If it is determined by the teacher, the director, the counselor, and the Endeavors Program coordinator that these methods are not enough to meet the needs of the child, other methods may be considered. These methods may include acceleration, instruction in another classroom or grade, or skipping a grade altogether. These options require a great deal of consideration and parent input, and will not be implemented without parent consent.

*** Practice H**

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

CCS Response: CCS is a family of educators, administrators, support staff, and families that come together and collaborate to meet the needs of each of our students through differentiation. Classroom teachers, the Exceptional Children staff, and other school personnel use Google Drive to collaborate, plan and share lesson plans, information, materials, and resources that will enhance the educational experiences of our gifted learners. Our environment, accessibility, and open communication among educators encourages more frequent, informal interactions that also benefit our gifted students.

*** Practice I**

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

CCS Response: Once identified, each student in the Endeavors Program receives a Differentiated Education Plan (DEP) according to his/her individual needs. The program coordinator, classroom teacher, director, student, and parents / families / guardians meet to collaborate and develop the DEP, which is reviewed annually, and adjusted according to the current needs of the child.

This plan includes, but is not limited to:

1. Differentiated curriculum

- a. Curriculum compacting
 - b. Curriculum acceleration
 - c. Grade level acceleration
2. Differentiated instruction services
- a. Modified assignments, assessments, rubrics, expectations
 - b. Small group instruction
 - c. Independent projects
 - d. Tiered instruction

Each DEP will include goals created by the teacher, students, and parents that address academic and social / emotional development.

*** 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
* Digit 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

Crosscreek Charter School (35A) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 4: Personnel and Professional Development

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

*** Practice A**

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

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, social, and emotional needs of K-12 gifted learners.

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
 - Enrichment
 - Expanding the curriculum
 - Compacting
 - A nurturing and supportive environment
 - Meeting the social and emotional needs of our gifted population

- Identifying and promoting gifted students from cultures that are traditionally underrepresented in gifted programs
- 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 groups students heterogeneously by grade in classrooms where teachers are trained or have significant experience differentiating instruction for gifted students based on student interests, strengths, learning styles and academic, social and emotional needs. These teachers have the knowledge and ability to enrich and extend the State Standards to better meet the needs of our gifted students.

*** 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

*** 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.

* 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: 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. 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

Crosscreek Charter School (35A) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 5: Partnerships

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

*** Practice A**

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

- academic and intellectual
- social and emotional.

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.

We will continue to work on new ways to intentionally strengthen the partnership between our Endeavors program and our families over the next couple of years through increased communication, new program options, and resources for our families.

CCS has also developed relationships with some members of our community. We have worked cooperatively with our local senior citizens' center, Louisburg College, and a few of our local non-profit organizations. We will continue to strengthen these relationships, as well as seek out new partnerships that would be beneficial for our gifted learners and high achievers.

*** 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 has established a relationship with Louisburg College and will explore new connections within the college, as well as local businesses and other members in the community that have the potential to enhance and support our Endeavors Program. We intend to pursue relationships with:

1. A local farmer for community outreach and volunteer opportunities
2. A community theater group
3. A local manufacturing company

In addition, the Endeavors Program coordinator will pursue grant opportunities offered through the NC Community Foundation, and the local United Way.

*** 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, AIG teachers, and other instructional and support staff. This advisory committee was 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.

*** Practice D**

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

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

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

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. 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. Opportunities available for AIG students as well as other AIG related correspondence will also be provided in Spanish. Other languages will follow as needed.

Information regarding the Endeavors Program is available daily in the form of brochures, in our school office. English and Spanish versions of the Endeavors Program will also be available on our school website, and informational meetings are held for parents at the beginning of each school year by the Endeavors Program coordinator. Brochures / Information will also be available at each of our Family Nights and Open House. 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.

*** 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
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AIG Standard 5 Additional Resources	N/A	
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Standard 6: Program Accountability

Crosscreek Charter School (35A) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 6: Program Accountability

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

*** Practice A**

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

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 14, 2022. It was then sent to SBE/DPI for review and comment on July 11, 2022.

*** 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.

Description of funding use:

- Salaries of AIG-certified teachers
- Supplies and materials for gifted education
- Professional Development in the area of gifted education

*** 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
- Endeavors Program enrollment by race and gender
- Analysis of student performance in the classroom
- Analysis of student performance on district assessments
- Analysis of student performance on standardized testing
- Analysis of social / emotional behavior / personal wellness

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.

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

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Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	---	---	---	---	---
Male	---	---	---	---	---	---	8.13%
Total	---	---	---	---	---	---	5.96%

Percent of Total AIG Students Identified as Dual Exceptionality

*** Practice F**

Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the

goals and strategies outlined in the local AIG plan.

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 the 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 records coordinator in the school office.

*** Practice G**

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

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**

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

CCS Response: Multiple sources of data are used to review and revise the Endeavors Program, including but not limited to:

- Student, Teacher, Parent feedback through surveys and conferences
- Input from the faculty

- Gifted student / high achiever performance in the classroom
- Enrollment in the Endeavors Program
- Gifted student / high achiever performance on standardized and / or End of Course test (if applicable)

While CCS is constantly reviewing and reflecting on the effectiveness of our Endeavors Program, the more focused review / revision / evaluation period occurs every three years, and includes feedback from all shareholders in the program.

*** Practice I**

Shares all data from local AIG program evaluation 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 J**

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

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

Parents and families are informed of these policies and procedures when their child is referred to the Endeavors Program, and signed consent is required at each level of the process, including:

- Identification
- Placement
- DEP
- Reevaluation - 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

In the event a parent or guardian does not agree with a decision made concerning his/her child, that parent can appeal to the director. If the parent is not satisfied with the results of that meeting, he or she can appeal in writing to the Crosscreek Charter School Board of Directors. The decision made by the Board of Directors is final.

New Students

Students identified as gifted by another school system will immediately be considered for 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. The director, the teacher(s), the program coordinator, and the parents will 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 if there are concerns about academic progress, behavior, necessity, or by parent request. Before a student is removed from the Endeavors program, 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. The meeting may result in the immediate removal of the student from the program, or a probationary period in which the student may be required to meet specified objectives within a specified amount of time in order to remain in the program; whichever is deemed most appropriate for the student. A student can be nominated for the program again at a later date if his or her situation warrants it.

As stated earlier, our commitment as a school is to meet the individual needs of every child. Therefore, 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.

  [Click here to remove the table and use only the narrative field.](#)

*** 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 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

06/14/2022 




Original Application Submission Date: 07/14/2022

Documents

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

AIG Related Documents

Crosscreek Charter School (35A) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 Local Board of Education Approval Template	 BOD Approval Signatures for AIG Plan
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	 CCS DEP Form
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Glossary

Crosscreek Charter School (35A) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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