

Mission/Vision Statement and Funding

**Faith Academy (80C) 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:** Faith Academy Charter School will prepare a diverse student body for college and career through Project Based Learning, life skills courses, and College and Technical Education pathways. Through this challenging and supportive learning environment, students address real-world problems to become successful citizens and community leaders in a rapidly changing world.

**Vision:** Faith Academy Charter students are engaged citizens, aware of, and actively seeking solutions to real-world problems within and beyond their own community borders. While they strive to improve their world,, they also learn skills to improve their own self-efficacy, emotional intelligence, and problem-solving skills. Through Faith Academy's use of Project Based Learning and our Life Skills course offerings students will learn the fundamentals to help them succeed as independent, healthy adults who contribute meaningfully to their society.

**FUNDING FOR LOCAL AIG PROGRAM (as of 2025)**

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 59,000.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

Faith Academy (80C) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

**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.

Faith Academy Charter School (FACS) will collect and analyze data from students in kindergarten through twelfth grade to assess their eligibility for AIG screening. FACS is dedicated to identifying and assisting all students who meet the criteria for the AIG Program.

A referral can be made by teachers, and parents/guardians. Data considered for screening purposes includes Lexile measures, EOGs, BOGs, EOCs, North Carolina Summative Assessments, and teacher rating scales. Students transferring from a district in North Carolina who are AIG-identified in Infinite Campus will be accepted into FACS AIG Program. If transferring from an out-of-state school, a student's AIG identification will be recognized as a referral for screening.

K-2

The AIG Review Team (ART), consisting of AIG/classroom teachers, the AIG coordinator, and the director of student accountability, will evaluate data (mClass, report cards, BOG, Lexile measures, teacher rating scales) to determine if screening is necessary. If screening, permission will be obtained to test using the Naglieri aptitude tests.

Criteria to be considered for testing:

- Reading at or above the end of the Lexile Range for their grade span
- Scoring above our local norms on a teacher rating scale
- DIBELS benchmark exceeds grade-level expectations

Each spring, every second-grade regular education student will receive a universal screener, the Naglieri Test.

3-12

For 3rd-12th grade referrals will be based on quantitative and qualitative data to be reviewed by the AIG Team. The data may include existing data, aptitude, and achievement data such as BOG, EOG, EOC, work samples, and teacher rating scales. The data will be reviewed at the beginning of each academic year.

Each spring, a universal screener, the CogAT, will be given to all fourth-grade regular education students.

Criteria to be considered for testing:

- Scoring 85% or higher on their BOG (3rd grade)
- Scoring at or above 85% on the Reading and/or Math EOG

- Scoring above average on a teacher rating scale

The AIG Coordinator will work closely with the Exceptional Children's Department and the MTSS Coordinator to build awareness regarding screening and referrals for twice-exceptional scholars.

**\* 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.

Students in K-12 grades will be given multiple opportunities for identification. Qualitative data used may include AIG Coordinator observations and teacher observations to determine if a child may need enrichment activities. Quantitative data may include aptitude tests such as the Naglieri, CogAT, and achievement tests such as the DIBELS, BOG, EOG, and/or EOC scores.

**Aptitude**

- A composite score of 98% or above is 12 points, 90-97% is 6 points, 76-89% is 3 points, 75% or below is 0 points (CogAT, Naglieri)

**Achievement**

- Reading score of 96% or above is 4 points, 89-95% is 3 points, 80-88% is 2 points, 79% or below is 0 points.
- score of 96% or above is 4 points, 89-95% is 3 points, 80-88% is 2 points, 79% or below is 0 points.
- Assessment data showing student performance two grade levels above in reading and/or math (K-2)

**Portfolio**

The portfolio will include the aptitude and achievement rating, academic class grades, a student interview, and a performance task. Two observers will be asked to fill out the teacher rating scale for the portfolio process.

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

For students to be eligible, they need to score between 8-16 points based on achievement, aptitude, and teacher rating scales. Portfolio tasks may include, but are not limited to post post-assessment tasks for ELA and math at the end of the grade level.

If a situation arises at FACS where there is a low number of AIG identification, the AIG Review Team will identify the students in the top 10% of Naglieri and CogAT testing and the students in the top 10% for grade level achievement to evaluate for identification.

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Grade Span	Academically Gifted - Reading only	Academically Gifted - Math only	Academically Gifted - Reading & Math	Intellectually Gifted	Academically and Intellectually Gifted
K-2	* An accumulation of 4 points in the verbal portion of the aptitude test, the reading portion of the achievement test, or a combination of both will identify as Academically Gifted in Reading (AR)	* An accumulation of 4 points in the quantitative and nonverbal section of the aptitude test, math portion of the achievement test, or a combination of both will identify as Academically Gifted in Math (AM)	* An accumulation of 8 points in reading and math using an achievement test and/or an aptitude test will identify as Academically Gifted in both Reading and Math (AG)	* After all achievements and informal opportunities have been exhausted, students who score 89-95% normed composite on a nationally normed aptitude test will be identified as Intellectually Gifted (IG)	* An accumulation of 12 points in reading and math using an aptitude test and/or an achievement test will identify as Academically and Intellectually Gifted (AIG)
3-5	* An accumulation of 4 points in the verbal portion of the aptitude test, the reading portion of the achievement test, or a combination of both will identify as Academically Gifted in Reading (AR)	* An accumulation of 4 points in the quantitative and nonverbal section of the aptitude test, math portion of the achievement test, or a combination of both will identify as Academically Gifted in Math (AM)	* An accumulation of 8 points in reading and math using an achievement test and/or an aptitude test will identify as Academically Gifted in both Reading and Math (AG)	* After all achievements and informal opportunities have been exhausted, students who score 89-95% normed composite on a nationally normed aptitude test will be identified as Intellectually Gifted (IG)	* An accumulation of 12 points in reading and math using an aptitude test and/or an achievement test will identify as Academically and Intellectually Gifted (AIG)
6-8	* An accumulation of 4 points in the verbal portion of the aptitude test, the reading portion of the achievement test, or a combination of both will identify as Academically Gifted in Reading (AR)	* An accumulation of 4 points in the quantitative and nonverbal section of the aptitude test, math portion of the achievement test, or a combination of both will identify as Academically Gifted in Math (AM)	* An accumulation of 8 points in reading and math using an achievement test and/or an aptitude test will identify as Academically Gifted in both Reading and Math (AG)	* After all achievements and informal opportunities have been exhausted, students who score 89-95% normed composite on a nationally normed aptitude test will be identified as Intellectually Gifted (IG)	* An accumulation of 12 points in reading and math using an aptitude test and/or an achievement test will identify as Academically and Intellectually Gifted (AIG)
9-12	* An accumulation of 4 points in the verbal portion of the aptitude test, the reading portion of the achievement test, or a combination of both will identify as Academically Gifted in Reading (AR)	* An accumulation of 4 points in the quantitative and nonverbal section of the aptitude test, math portion of the achievement test, or a combination of both will identify as Academically Gifted in Math (AM)	* An accumulation of 8 points in reading and math using an achievement test and/or an aptitude test will identify as Academically Gifted in both Reading and Math (AG)	* After all achievements and informal opportunities have been exhausted, students who score 89-95% normed composite on a nationally normed aptitude test will be identified as Intellectually Gifted (IG)	* An accumulation of 12 points in reading and math using an aptitude test and/or an achievement test will identify as Academically and Intellectually Gifted (AIG)

**\* 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.

FACS will provide multiple pathways for identification through quantitative and qualitative data. Data will be used to identify qualifying students from underrepresented populations. The use of a portfolio process will support equitable opportunities for FACS students. The screening of all 2nd-grade students will support the identification of underrepresented populations. Students who score 76th-89th percentile range will be reviewed again at the end of the 3rd grade. Students in fourth grade will be tested in the spring using the CogAT.

In an effort to improve the identification of underrepresented populations, subgroup data will be monitored using EVAAS and classroom data.

The AIG Coordinator meets with Professional Learning Communities (PLCs) to review data and discuss students who may have been missed during screening and identification.

To ensure equitable identification, the AIG Coordinator is a member of the Multi-Tiered System of Support (MTSS,) and EC teachers serve on the AIG Advisory Board and the AIG Review Team to advocate for equitable opportunities for twice-exceptional scholars.

**Percent Ethnicity Identified as AIG**

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
<b>Female</b>	---	---	---	---	---	---	---
<b>Male</b>	---	---	---	---	---	---	---
<b>Total</b>	---	---	---	---	---	---	---

**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.

All second-grade scholars will be screened in the spring using a nationally normed aptitude test, the Naglieri, and fourth-grade students will be screened using the CogAT. Kindergarten and first-grade students will be screened if they are performing two or more grade levels above their same-age peers in reading, according to assessments using Orton-Gillingham. Students in grades 3-12 who are referred and meet the criteria outlined in Standard 1B will be screened using a nationally standardized aptitude test in the spring. Testing dates will be shared with staff on the school-wide calendar and included in the staff newsletter.

At the beginning of each school year, staff members may receive professional development on topics addressing AIG screening process, referral procedures, and teacher AIG responsibilities.

AIG identification will be indicated in IC. Screening and evaluation reports will be filed in each student's referral file and maintained by the AIG Team. Students who are referred and/or not identified will have their referral record reports housed in their cumulative folder.

The AIG Coordinator and the Director of Student Accountability will share with the administration AIG screening, referral, and identification information in the fall and spring when screenings and/or evaluations are completed.

**\* Practice E**

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

FACS will disseminate information in the following ways:

- Letters to guardians are sent home with the students participating in screening and/or evaluation
- Publish on the school's website information regarding the screening, referral, and identification processes.
- Review the AIG handbook with staff members to create awareness of the processes in place to enable them to share clearly with guardians
- Develop an infographic to explain the AIG processes, such as screening, referral, identification, and processes.

**\* 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.

Results from screenings will be sent home with students in a letter to the guardian(s). Guardians will receive a copy of all screening and/or testing results for the student and a copy of their DEP. A copy of the DEP will be kept in a secure file folder for FACS DEPS. A notation will be made in the student's cumulative folder if a DEP is created and on file. A copy of the DEP will be sent home annually.

Ideas for Strengthening the Standard

- Provide professional development to expand staff knowledge and understanding of giftedness and encourage equitable identification practices.
- The AIG Review Team will monitor the FACS's guidelines for screening, referral, and identification procedures.
- Conduct internal auditing of AIG school records to ensure screening, referral, and identification processes are implemented consistently.
- Partner with EC staff and MTSS Coordinator to provide opportunities for students to show strengths that may lead to AIG identification
- Create an annual timeline for ongoing communication

**\* 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.

As part of the AIG (Academically or Intellectually Gifted) program, each identified student will have a Differentiated Education Plan (DEP) created annually, outlining their academic services, identification areas, and both academic and social-emotional goals. This plan is developed collaboratively by the AIG teacher, parents, and other relevant stakeholders, ensuring that services are tailored to the student's grade level and identification. For students in grades 9–12, groupings will be based on personalized blueprints and reviewed by the AIG coordinator and high school principal to ensure appropriate placement. At the beginning of each school year, parents and teachers will meet to review and sign the DEP, which includes information on differentiated instruction and specific

goals. A copy of the signed DEP will be provided to the parents, while the original is securely stored in the student's AIG folder, with a notation added to the student's cumulative record. Additionally, midyear progress reports and an end-of-year review will be shared with families to monitor and evaluate progress toward annual goals and to inform future planning.

**\* Ideas for Strengthening the Standard**

- Provide professional development to expand staff knowledge and understanding of giftedness and encourage equitable identification practices.
- The AIG Team will monitor the FACS's guidelines for screening, referral, and identification procedures.
- Conduct internal auditing of AIG school records to ensure screening, referral, and identification processes are implemented consistently.
- Partner with EC staff and MTSS Coordinator to provide opportunities for students to show strengths that may lead to AIG identification.

**Planned Sources of Evidence**

*	Testing Schedule	
*	Guardian letters informing of testing	
*	Identification in Infinite Campus	

Type	Documents	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A		<a href="#"> <u>AIG Standard 1 Additional Resources</u></a> <a href="#"> <u>AIG Standard 1 Additional Resources</u></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 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.

FACS aligns the school's AIG program and services with the North Carolina Academically and Gifted Program standards. The program addresses gifted students' needs in all identified areas, grades K-12. The school offers opportunities for acceleration, enrichment, and extension.

K-2

Students will be nurtured and allowed grade acceleration based on a combination of teacher recommendations, observations conducted by the AIG teachers and coordinator, and assessments. Students may be offered enrichment opportunities to nurture their growth in other grade-level classes, in small groups with community volunteers, or with our intervention specialists.

AIG services for K-2 students are whole group, and students' abilities will be noted by the teacher and the AIG coordinator. As observations continue, more opportunities will be provided for individual students to allow potential to emerge throughout the school year. Professional development and resources are offered to classroom teachers to provide appropriate support and resources for students' emerging gifts and talents.

3-8

Students in grades 3-8 who score 85% or higher on achievement tests, such as the EOG, and/or 85% or higher on aptitude tests, or are identified as AIG through the portfolio process, will have the opportunity to receive support. These students will be grouped based on their strengths.

Students identified for AIG in grades 3-8 may be offered grade acceleration, based on benchmark data and classroom assessments that demonstrate their mastery of the standards, with parent consent and support. During their enrichment period, these students will have the chance to work with the AIG coordinator or teacher. As part of the school's MTSS program, students will also work with intervention specialists in small groups during the school day and can participate in after-school clubs. Additionally, students will be invited to join small group sessions led by school guidance counselors, focusing on the social and emotional needs of AIG students.

AIG services for grades 3-8 will be delivered in classrooms with four to six students who have similar needs/identification, where the teacher will differentiate instruction to accommodate each student's learning needs. Instruction will include blended learning, independent study projects, passion projects, and after-school clubs for enrichment. Math acceleration will be available to incoming eighth-grade students.


9-12

Students in grades 9-12 will have access to accelerated learning through advanced, Honors, and AP courses, dual enrollment, and both synchronous and asynchronous virtual courses. They may also apply for Early College. High school students will receive support through after-school club offerings throughout



the year. Additionally, students will have opportunities to participate in small group sessions led by school guidance counselors, focusing on their social and emotional needs.

Each year, a DEP will be created outlining a service delivery plan for the academic year. Each student's plan will be created through the collaboration of the AIG teacher, parent(s), and other stakeholders (EC teacher, counselor, etc.). Services will be based on grade level and identification. All DEPs will be placed in the school's record room, with a notation in the student's cumulative folder.

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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.

The AIG Coordinator will ensure that all teachers and specialists have access to information about each student's DEP. The Coordinator will also provide professional development for teachers in areas where they need support to effectively implement student plans. The AIG teachers, AIG Coordinator, school counselors, and MTSS coordinator will collaborate regularly in PLC meetings to explore, develop, and share resources that promote social and emotional learning for AIG students. Social and emotional needs will be included in student DEPs.

The social/emotional needs of gifted learners will be addressed in the following ways:

- School counselors will read and discuss various books with K-3 students, and topics may include intense emotions, relationships, and anxiety.
- Engage in project-based learning using the scholars' DEPs to guide the topics addressed.
- DEPs will include a social/emotional goal, in addition to their academic goal(s).
- Provide strategies to guardians when discussing the social/emotional goals
- Use the MTSS team to problem solve and for intervention planning for social and emotional issues of students
- School Counselors meet with 4-8 students and share lessons to address concepts of intense emotions, relationships, anxiety, and other social and emotional needs of gifted learners.
- AIG coordinator, MTSS coordinator, school counselors, and teachers meet once a quarter or as needed in PLCs to share tools and resources that support the social and emotional needs of AIG students with teachers

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**\* Practice C**

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

The curriculum framework for the FACS AIG program aligns with the school's mission and vision. The AIG Coordinator will actively participate in PLCs and MTSS team meetings to support gifted students. Through active involvement, these meetings will focus on addressing the needs of gifted learners by

discussing curriculum impact, equity, professional development, available resources, and finances, ensuring the AIG program is implemented with fidelity.

The AIG Coordinator will collaborate with classroom teachers during PLCs to integrate new and diverse activities that enhance the enrichment experiences for gifted learners, as well as develop PBLs for AIG students. The expertise of special area teachers will be utilized to promote equity for diverse learners. The AIG Coordinator will also collaborate with teachers and school counselors to ensure the social and emotional needs of students are being addressed. The MTSS Coordinator will assist classroom teachers in providing appropriate tiered support for AIG students. The AIG Review Team will help ensure that programs are aligned and that resources are available to regular classroom teachers. Additionally, the AIG teachers will work with the school's volunteer coordinator to ensure that after-school club opportunities meet the needs of AIG students.

**\* Practice D**

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

At the end of each school year, student groupings for grades K-8 will be finalized as part of the process of building school schedules. Grouping decisions are made after analyzing assessment data. Teachers will use their documentation for each student to create groupings for reading and/or mathematics, based on identification.

For grades 9-12, students will be grouped according to their personalized blueprint. The AIG Coordinator and the high school principal will review the groupings to ensure students are appropriately clustered.

**\* 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.

FACS recognizes the importance of clear and effective communication. An AIG teacher handbook will be developed to ensure that North Carolina guidelines, updates, procedures, paperwork examples, and the school's program outline are easily accessible and clear to staff. The handbook will also include a timeline and processes for AIG identification and will be part of the annual staff orientation. It will be updated each year, and any updates made before the annual revision will be shared with teachers via email and highlighted in the teacher newsletter to keep everyone informed.

**\* Practice F**

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

A referral folder will be created for each student referred for AIG screening. These folders will be stored in the records room of either the Lower or Upper campus buildings, organized by the students' grade level.

At the beginning of each school year, the AIG Coordinator will meet with teachers during PLCs to ensure they understand the contents and purpose of the AIG folders. Teachers will review each AIG folder and sign off on the cover sheet to confirm that the folder has been inspected and is complete. They will also check the school-wide spreadsheet to ensure that folders and services align with the student's identification. Additionally, teachers will begin developing DEPs for the school year and schedule conferences with families.

For 8th-grade students transitioning to the Upper Campus, the high school's AIG representative will collaborate with the MTSS coordinator and guidance counselors to ensure a smooth transition for each student. The team will develop an academic blueprint for each AIG student entering ninth grade. All teachers will receive a list of AIG students to ensure they are provided with rigorous content that aligns with the students' post-secondary goals.

**\* 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.

Students who consistently perform two or more grade levels above their same-age peers in math and/or reading may be considered for subject or grade level acceleration. To qualify, the student must also score above the 98th percentile on the aptitude test. The following data will be reviewed to inform the placement decision: state benchmark assessments, EOGs, course grades, teacher and counselor assessments, and iReady assessments. The AIG Review Team will meet to analyze the data and make a final determination. The AIG Coordinator will schedule a meeting with the parent/guardian to share the final decision.

Students in grades 6-8 can earn credit by demonstrating mastery in math class and take Math I in 8th grade to earn high school credit.

FACS offers dual enrollment through online coursework and RCCC for students in grades 9-12.

Students in eighth grade may also wish to apply for admission to Rowan County Early College.

**\* Practice H**

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

Our nurturing program for K-3 students is designed to identify and support young learners demonstrating advanced academic potential, particularly in reading. Students may qualify based on several criteria: reading at or above the end of the Lexile range for their grade span, scoring above local norms on a teacher rating scale, and exceeding grade-level expectations on DIBELS benchmarks. All 2nd-grade students will be screened, while Kindergarten and 1st-grade students may be evaluated if they are performing one or more grade levels ahead of peers in reading, as determined by Orton-Gillingham assessments. Qualified students may be considered for grade acceleration or offered enrichment opportunities in higher-grade classes, small group sessions with community volunteers, or work with intervention specialists. Identification and placement decisions will be guided by teacher recommendations, AIG staff observations, and additional assessments.

AIG services in K-2 begin with whole-group instruction, where teachers and the AIG coordinator closely monitor student abilities. As the year progresses, opportunities for individual students to demonstrate their potential will increase through differentiated instructional practices. These include flexible grouping, content differentiation, inquiry-based learning, and project-based learning. Community volunteers enhance learning through activities like read-aloud mornings and special enrichment events. Teachers receive professional development and resources to nurture students' emerging gifts and talents, ensuring that our youngest learners are both challenged and supported as they grow.

**\* 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.

To increase access and opportunities for all students K-12 at FACS, the AIG Review Team will collect and analyze demographic data at the end of each school year. This data will include referrals for screening and identification of underrepresented populations in comparison to the overall school population. The findings will be presented to the AIG Advisory Board and the administration. The AIG Advisory Board will then develop plans and recommendations to better serve the underrepresented populations.

· To foster a mindset that promotes equity and excellence, all second-grade and fourth-grade students will undergo universal screening using a nationally normed test. EOG and EOY data for grades 3-8 will be reviewed to identify students who score 85% or higher in reading and/or math. These students will be included in enrichment activities.

- The AIG teachers will partner with EC teachers to discuss student needs and develop strategies to help students.
- Opportunities will be offered to students to complete project-based learning assignments during enrichment and/or at the end of the school year.
- AIG Coordinator and AIG teachers will offer to model lessons and teaching strategies, highlighting whole-group instruction and differentiated strategies.
- 9-12 students will participate in discussions and sessions with the guidance counselors to explore college and career readiness opportunities.
- Honors and AP courses will be offered to students
- Professional development will be offered to help teachers recognize differences in giftedness in underrepresented populations.

**\* Practice J**

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

- 3rd-8th-grade students can participate in clubs of interest after school.
- FACS will establish a chapter of The National Honor Society and The National Junior Honor Society for the middle and high school.
- Community volunteers partner with our K-2 grade classrooms for read-aloud mornings and create enhancement opportunities.
- Crosby Scholars is offered to our middle and high school students who are interested in earning a college degree.
- 10th-11th grade students may apply for Governor's School
- 10th-11th grade students may apply for the North Carolina School of Science and Mathematics Summer Venture

**\* Ideas for Strengthening the Standard**

- Collaboration with the EC department and the needs of twice exceptional students
- Develop services and a collection of resources to ensure social and emotional needs are addressed with students of all grade levels, and teachers have access to the resources.
- Seek out community resources to assist with the social and emotional needs of students.
- Add extra-curricular activities to programming
- Provide opportunities for students to showcase what they have learned

**Planned Sources of Evidence**

* PLC notes		
* Differentiated Education Plan		
* AIG folder check-off sheet		

Documents		
Type	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	 <a href="#">AIG Standard 2 Additional Resources</a>
		 <a href="#">AIG Standard 2 Additional Resources</a>
		 <a href="#">AIG Standard 2 Additional Resources</a>

Standard 3: Differentiated Curriculum and Instruction

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**Standard 3: Differentiated Curriculum and Instruction**

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

**\* Practice A**

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

The NC Standard Course of Study (SCOS) for grades K-12 will be adapted to address a range of abilities based on identification. Instruction is differentiated, and students will receive instruction in clustered groups for reading and or math based on identification. Students will work together with other students who have similar needs and ability levels through extension, enrichment, and/or acceleration.

AIG teachers will meet quarterly to analyze data, evaluate, and form student groupings, and assist in developing differentiated and compacted curriculum. They will also explore new strategies and resources to enhance instruction.

In grades K-8, students will be clustered for whole-group lessons. They will complete assignments, such as choice boards designed by classroom teachers, and be grouped based on their ability. Students will receive a tiered and compacted curriculum, along with the possibility of grade acceleration.

For grades 9-12, students will have the option to use Credit by Demonstrated Mastery (CDM) for Math I, enroll in honors and AP courses, and participate in dual enrollment with RCCC.

**\* Practice B**

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

The FACS AIG Review Team will offer opportunities and resources for staff to learn new, research-based instructional strategies that address the diverse abilities of students across grade levels and content areas.

Instructional practices will include, but are not limited to, grouping, content differentiation, critical thinking, opportunities to explore student interests, inquiry-based learning, book clubs, literature circles, project-based learning, playlists, choice boards/menus, tiered assignments, pre- and post-assessments, compacting, and student-led conferences. Students' input will also be considered when planning the curriculum.

The AIG coordinator will attend PLCs to support classroom teachers and provide professional development in areas where teachers may need additional support.

**\* Practice C**

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

<p>FACS will create a library of resources featuring a range of evidence-based learning strategies and instructional materials for classroom teachers. The school will ensure that all students have equal access to these resources. The AIG Team will model how to use these resources and analyze data to support teachers in their instruction. The resources may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>▪ iReady (reading and math)</li> <li>▪ IXL</li> <li>▪ Project-based learning</li> <li>▪ Honors Courses</li> <li>▪ Advanced Placement Courses</li> <li>▪ Classroom libraries of fiction and nonfiction for advanced learners</li> <li>▪ SEL Book/materials (lessons CKH)</li> </ul>
<p><b>* Practice D</b> 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.</p>
<p>FACS students have access to 21st-century content through the school's internet. K-2 students use classroom iPads, while students in grades 3-8 are provided with classroom Chromebooks. High school students (grades 9-12) may use their own devices or check out a Chromebook. Teachers can utilize both purchased and free resources to enhance instruction based on student needs.</p> <p>Students are provided opportunities for critical thinking, collaboration, creativity, leadership, and curiosity through project-based learning. Socratic Seminars and literature circles are used with gifted and high-achieving students to foster discussions and dialogue. Real-world problems are integrated with the NCSCOS to help students understand how the content they learn in the classroom applies to real-life situations.</p> <p>High school students are given the chance to work with the AIG coordinator, guidance counselors, and a team of gifted students to support goal setting, planning, college and job exploration, and the college admissions process.</p>
<p><b>* Practice E</b> Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction.</p> <p>Teachers will use pre-assessments when introducing new concepts or skills. The data collected will be used to form groups, guide instruction, and/or compact the curriculum. Teachers participate in data PLCs each semester, using the gathered data to adjust and refine instruction as well as to reorganize student groups and clusters. Formative assessments to support differentiation, lesson planning, and grouping of gifted students may include, but are not limited to: Teacher observations, Growth measured through classroom data, Student work samples, intervention data.</p>
<p><b>* Practice F</b> Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction.</p>

Collaboration among staff is essential for developing grade-level and ability-appropriate curriculum and instruction. To foster collaboration, FACS will encourage:

- AIG teachers to meet with guidance counselors to develop SEL lessons and address students' social-emotional needs.
- AIG teachers to partner with EC teachers to support the needs of twice-exceptional students.
- Collaboration between AIG teachers and the MTSS team and coordinator to create tiered and compacted curriculum.
- Professional development opportunities that model effective collaboration.

**\* Ideas for Strengthening the Standard**

- Implement Interest surveys for students
- Professional development on evidence-based instructional practices
- Develop a library of resources for teachers
- Continue to build collaborative relationships among MTSS. Counselors, EC, teachers, etc., to benefit student needs
- Include student portfolios and best work in student-led conferences

**Planned Sources of Evidence**

* MTSS notes		
* Interest Survey Results		
* List of available resources for teachers		

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



Standard 4: Personnel and Professional Development

**Faith Academy (80C) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

**Standard 4: Personnel and Professional Development**

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

**\* Practice A**

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

The AIG Coordinator will oversee the AIG program for grades K-12. The FACS AIG Coordinator's duties include, but are not limited to:

- Overseeing the screening, referral, and identification process (in partnership with the school's Director of Accountability and Student Services)
- Developing, monitoring, and evaluating the local AIG plan
- Maintaining documentation and ensuring accurate record-keeping and reporting
- Lead the AIG Advisory Board meetings throughout the year and ensure at least one meeting is held each semester.
- Implementing the program services
- Participating in professional development opportunities, including regional and statewide meetings
- Providing needed professional development and resources for instructional staff
- Attend and advocate for AIG students during PLC meetings to ensure needs are being met
- Regularly visits classrooms to observe and assist

**\* 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.

FACS will develop an AIG Teacher Team to ensure teachers are adequately trained and provided with appropriate instruction and materials to successfully carry out responsibilities and instruct AIG students.

The AIG Teacher Team consists of elementary, middle, and high school teachers and the AIG Coordinator. Responsibilities for the team include providing support for the teachers and supporting the AIG Coordinator. The team will provide professional development on current research, differentiation, and tiering strategies. The team will provide model lessons and support for new teachers, lessons to focus on critical thinking skills, and divergent thinking. They will assist with screening and identification, talent development, and enrichment programs. They will create, update, and maintain academic DEPs, blueprints, and collaborate with the school guidance counselors to promote lessons in social and emotional learning.

Teachers who provide ELA or Math instruction to AIG students are encouraged to add on AIG licensure.

**\* 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.

The AIG Team will survey classroom teachers at the beginning of the school year to identify teacher needs for AIG professional development. With the results of the survey, the team can develop appropriate professional development that will meet the current needs of the teachers.

**\* 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.

When possible, AIG students will be placed in a classroom with an AIG-licensed teacher. If a licensed teacher is not available, the students will be placed with a teacher who has participated in gifted professional development offered by the school's AIG Teacher Team or the teacher has a strength in the subject area. The students will be monitored for growth, and the team will determine if the placement is successful and should continue with the teacher.

**\* Practice E**

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

- The AIG Teacher Team will encourage classroom teachers during professional development to earn their add-on licensure for gifted education. Study sessions will be offered to help teachers interested in adding the license.
- When advertising for new teaching positions at FACS, AIG Licensure will be added to the descriptions for Math and Reading teachers
- Partner with universities to recruit teachers who have diverse cultural backgrounds and AIG license.
- To retain AIG-licensed teachers, they will be encouraged to join the AIG Team and take on leadership roles to promote the school's AIG program.

**\* Practice F**

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

The AIG Team will partner with the administration, MTSS Coordinator, Director of Accountability and Student Services, and the guidance counselors to identify key areas to target in the development of a professional learning plan. This will include gathering, analyzing, and utilizing data specific to equity in the AIG program and promoting awareness of biases and cultural awareness.

**\* Practice G**

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

- The AIG Coordinator will connect the needs of gifted learners with the school's mission and vision.
- The AIG Coordinator will serve on different committees in the school, such as the School Improvement Team and the MTSS team, to help explain and promote the school's AIG program goals.
- The AIG Coordinator will collaborate with the guidance counselors on ways to support the social and emotional needs of gifted students. Collaborate with the EC teachers to help support students who are gifted and EC.

- Provide professional development with a variety of topics addressing the needs of the staff.
- The AIG Team will use the Booster Shots created by DPI on various topics for teachers to learn more about gifted education.

**\* Ideas for Strengthening the Standard**

- Funding for teachers to earn AIG add-on license
- Support for teachers interested in adding AIG license
- AIG information added to the school website
- Professional Development Menu

**Planned Sources of Evidence**

\* AIG information added to the school website

\* Survey Results

\* Professional Development Opportunities

Type	Documents	Document Template	Document/Link
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AIG Standard 4 Additional Resources

N/A

Standard 5: Partnerships

**Faith Academy (80C) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

**Standard 5: Partnerships**

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

**\* Practice A**

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

- academic and intellectual
- social and emotional.
  
- FACS will implement community events and enrichment activities to increase partnerships with families and engage AIG students. Nights may include showcase nights of student projects. teaching skills nights, Special guest/speaker nights (social and emotional needs), etc.
- Parents and families will receive regular communication promoting events through online announcements and phone messages/announcements..
- The school website will be updated with AIG programs and services, as well as information on referral/screening/testing. Resources will be added to the website..
- AIG students will present at student-led conferences in the third quarter of each year.
- FACS will encourage parents to attend the DEP conference and, throughout the school year, be involved in extracurricular activities with their AIG student(s).
- End-of-year survey regarding family involvement will be sent to parents to complete and make suggestions for the next year.

**\* Practice B**

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

- The AIG Coordinator and the AIG Teacher Team will work with the school's volunteer coordinator and the leadership to increase the involvement of local businesses, community clubs/organizations, and faith-based partners to support the needs of the AIG program. Some of the needs may include enrichment clubs, funding, volunteers, and space.
- FACS will partner with Rowan-Cabarrus Community College for dual enrollment opportunities, tours of the college, and participation in STEM days.
- Students will participate in College and Career Day once a year at FACS
- FACS will seek out partnerships with universities to help support teachers seeking to add an AIG license

**\* Practice C**

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

The FACS AIG program is supported and monitored by the AIG Advisory Board. The board consists of parents/guardians, teachers, the AIG Coordinator, and a community member. The Advisory Board will consist of no less than 6 members. They will meet four times a year during an AIG plan revision year and twice a year during non-revision years. The AIG coordinator will schedule meetings and create meeting agendas. Responsibilities of the Advisory Board include:

- Advocating for gifted students
- Reviewing student achievement through data
- Reviewing survey results and program evaluation
- Ensure the AIG plan is being implemented

**\* 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.

- FACS will post information and updates on the school website.
- Announcements will be sent by email and phone with updates and program offerings, and upcoming events.
- The AIG Plan and policies will be on the school website, along with minutes from the AIG Advisory Board meetings.
- The Parent Handbook will be located on the school website.
- Each teacher will have access to the Teacher Handbook.
- Opportunities for AIG students and parents will be updated on the school's website and sent through announcements by email and text

**\* Ideas for Strengthening the Standard**

- Improve communication and access to information for all stakeholders
- Develop relationships with local businesses, faith-based organizations, and club/community organizations.

- Create strong partnerships with families
- Recruit parents/community members to join the Advisory Board to increase community awareness and support of the AIG program

**Planned Sources of Evidence**

\* AIG information is published on the school's website

\* Agendas/Event summaries from planned family nights

\* Invitations/Invites from school and community events

**Type** Documents  
Document Template

Document/Link

AIG Standard 5 Additional Resources

N/A

Standard 6: Program Accountability

**Faith Academy (80C) 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.

- The AIG Coordinator forms an AIG Advisory Board of relevant stakeholders consisting of teachers, parents/guardians, administrators, and community members.
- The Advisory Board creates a plan following the state legislation using the following actions: Survey of stakeholders (parents/guardians, teachers, students), Research other district AIG plans, AIG Advisory Board meets to discuss standards 1-6, and create a rough draft plan
- Once the draft is complete, the plan is presented to the School Board of Directors for review and approval
- Once all components of the AIG plan for all six standards have been addressed by the AIG plan and approved by the school's Board of Directors, it will be sent to NCDPI for review and comment.

**\* Practice B**

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

- The AIG Coordinator leads the Advisory Board meetings. The meetings cover data, implementation of the plan, updates, annual surveys, monitoring progress towards goals, and drafting an annual report for the School Board of Directors.
- At the end of each school year, the AIG Teacher Team will work with the administration to determine the appropriate placement of AIG students.
- Evidence of the local AIG plan will be kept and organized by standard and maintained by the AIG Teacher Team.

**\* 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.

The Lead Administrator will monitor state funds for the AIG program. State funds can be used for support personnel, professional development, the purchase of licences for aptitude tests, achievement tests for grades K-8, teacher rating scales, enrichment activities/opportunities, and supplemental classroom materials.

**\* Practice D**

Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for AIG students. Data is disaggregated to

recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.

- Disaggregated assessments (EOG, EOC, Check-ins, DPI assessments, EVAAS data, Pre-ACT, ACT, AP results, etc.) are reviewed at the beginning of the year and shared with teachers in grade-level meetings and are used to set school-wide goals.
- Test data is compiled at the end of each school year, analyzed by the administration for program revisions.
- Data from aptitude and state assessments will be analyzed by the AIG Teacher Team to determine the equity and efficacy of the AIG program.
- The headcount will be given at the last AIG Advisory Board meeting each year. At the first meeting of the year, an analysis of programmatic efficacy based on student data review of trends will be used to determine if changes need to be made or what can be done to improve instruction to meet student needs.
- FACS will adhere to the rules of FERPA when sharing student data.

**\* 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.

- All second and fourth-grade students will participate in a universal screener.
- A DEP is created for identified students.
- In grades K-,8, referrals from parents/guardians and teachers will be analyzed by the AIG Coordinator and/or AIG Teacher Team Chairperson.
- Student services will be based on data points from testing.
- The referral information will be maintained in the student's referral folder and noted in the student's cumulative folder after determination is made.
- In the K-2, at least two data points will show the student is performing above grade level in the area they are being referred.
- At the end of the year, a determination to continue or discontinue support will be made based on the collected data by the AIG Coordinator and the AIG Teacher Team Chairperson.
- Services for the identified students will be discussed with parents/guardians and classroom teachers at the beginning of the school year.
- The AIG Coordinator, the MTSS team, and the Director of Student Accountability will work collaboratively to determine if demographic groups are equitably identified for intervention in MTSS. They will analyze data to determine if interventions given to AIG students are effective or if changes need to be made. A data sheet will be created to analyze long-term data trends and to monitor withdrawals.
- No AIG student will be removed from the AIG program based on performance data. Only parents/guardians will initiate requests for withdrawal from the AIG 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.**

- The AIG Coordinator will work with the administration to document employees who earn an AIG add-on license and/or participate in professional development for gifted learners.
- FACS will encourage teachers to participate in professional development aligned with the school's mission and vision.
- The AIG coordinator will partner with the administration to help make informed decisions in hiring new teachers that will support AIG students.

**\* 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.

- FACS surveys stakeholders featuring questions regarding the AIG program implementation.
- Parents/guardians and students are asked for their feedback during DEP meetings.
- Feedback can be through informal conversations regarding interests.
- Informal and formal data will be analyzed by the AIG Teacher Team and shared with the AIG Advisory Board.
- The Advisory Board will continue to monitor the AIG plan throughout the three years.

**\* Practice H**

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

The following information is shared with the Board of Directors annually:

- Highlights and program successes
- Number of students screened for AIG
- Number of students qualified for AIG
- Number of teachers who are AIG certified
- Summary of evaluation data

This information will be shared on the school's website in the board meeting notes. The board meetings are open to the public  
FACS will follow the rules of FERPA when sharing student data.

**\* 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. Faith Academy Charter School safeguards the rights of AIG students and their parents/guardians through established policies, procedures, and practices.

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

Process	Procedure
Informed consent for identification	* Parents/guardians will be notified of the Universal Screening through a letter sent home with the student, informing the parents/guardians of the screening. If the parent does not wish for their child to be tested, they must send a letter back signed stating they do not give permission for their child to be tested. Once screening is complete, parents/guardians receive notification of results by a letter sent home with the student. A copy of the permission to screen letter and the results letter will be placed in the student's AIG referral folder.
Informed consent for placement	* Parents/guardians consent to AIG services annually at the DEP process. All DEPs are kept in the student's AIG folder.
Transfer procedures	* FACS accepts in-state AIG identification noted in Infinite Campus. Students transferring from out-of-state schools will be accepted as identified for referral for screening, and the student will complete the screening process once parental consent is given.
Reassessment procedures	* A Referral folder is created for every screened but not identified student. Parents/guardians, teachers, and administrators may request reassessment for additional screening. Requests will be assessed by the AIG Teacher Team to determine necessity. If reassessment is determined necessary, it will take place no sooner than one year after their last assessment.
Procedures to resolve disagreement	

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Step 1: Parent/guardian submits in writing a request for a conference with the AIG Coordinator. The AIG Coordinator and the AIG Advisory Board will meet with the parent/guardian to discuss the data and the AIG identification criteria. The AIG Coordinator will communicate in writing the outcome of the review. If no resolution is made, the parent or guardian may proceed to step 2.

Step 2: The Parent/guardian may appeal in writing to the principal and Lead Administrator at FACS within 15 days of receiving the written response from the AIG Coordinator. The administrators and AIG Coordinator will review the findings and meet with the parent/guardian. The administrators will communicate in writing the outcome. If no resolution occurs at the school level, the parent/guardian may proceed to step 3.

Step 3: Parent/guardian may appeal in writing to the School Board of Directors within 10 days of receipt of the administrative meeting. The Board of Directors will review the AIG Board findings, as well as the administration's outcome, and will meet with the parent/guardian. The AIG Coordinator and administrators will also attend this meeting. If no resolution is reached at this level, the parent/guardian may proceed to step 4.

Step 4: Administrative Law Hearing

If the above procedures fail to resolve the disagreement satisfactorily, the parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the North Carolina General Statutes. This must be done within 20 calendar days after receipt of the written decision of the Board of Education. According to the law, "The scope of the hearing 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 based on the findings of fact and conclusions of law. The decision of the administrative law judge is final and binding on all parties and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)

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

**\* Ideas for Strengthening the Standard**

- Examine trends and build a database for future reference
- Collaborate with the MTS team to evaluate the effectiveness of implemented strategies.
- Research/Create ways to receive more survey feedback

**Planned Sources of Evidence**

\* Database built to track trends

\* Survey feedback

\* Internal audit report of AIG Folders/records

Type	Documents	Document Template	Document/Link
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AIG Standard 6 Additional Resources

N/A







**Faith Academy (80C) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

\* Approved by local Board of Education on:

04/28/2025 

AIG Related Documents

**Faith Academy (80C) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

Required Documents	
Type	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	<a href="#">Local Board of Education Approval Template</a>  <a href="#">Local Board Approval Signatures</a>
Optional Documents	
Type	Document/Link
AIG Standard 1 Additional Resources	<a href="#">AIG Standard 1 Additional Resources</a>  <a href="#">AIG Standard 1 Additional Resources</a> 
AIG Standard 2 Additional Resources	<a href="#">AIG Standard 2 Additional Resources</a>  <a href="#">AIG Standard 2 Additional Resources</a>  <a href="#">AIG Standard 2 Additional Resources</a> 
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

Faith Academy (80C) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Phrase	Definition
Cluster Model	Gifted students are grouped in a general education classroom
CogAT	Measures a student's reasoning and problem-solving skills using a mix of verbal, math, and picture-based questions.
Compacting	Completing content beyond the current grade level within one school year
Differentiated Education Plan (DEP)	Explains how the student will receive AIG services to fit their needs, and lists goals set for the school year
Naglieri	Aptitude assessment of general abilities
Referral	Request for AIG screening
Screening	Evaluation for AIG identification
Teacher Rating Scale	A tool teachers use to evaluate a student's skills, behavior, or performance