

Mission/Vision Statement and Funding

**Iredell Charter Academy of Arts & Scienc (49G) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

\* LEA Superintendent's Name:

Andrea Lopresti

\* LEA AIG Contact Name:

Riley, Lisa - Iriley@iredellcharter.org ▼

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)

The mission of Iredell Charter Academy is to build a rigorous and productive learning environment where students can reach their academic potential and where teachers and students set clear educational goals.

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

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 45,426.63	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

Iredell Charter Academy of Arts & Scienc (49G) 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.

Iredell Charter Academy of Arts and Science conducts an annual universal screening for all fourth-grade students. The screening consists of the Cognitive Abilities Test (CogAT). A yearly review of all 4-8 students' NWEA, iReady, and EOG scores is performed to discover eligible candidates. Screening and identification is conducted K-3 on an as-needed individual basis. Identified AIG students transferring to ICAAS will be immediately placed in the AIG program. Sweep screening of EOG scores will be conducted in the spring with a follow-up review of student performance in the fall. Parents/guardians, teachers, and other stakeholders may refer students to be screened for the Enrichment Studies Program.

Nomination windows will be communicated as needed.

**\* 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.

**K-3 students** will be identified as **Enrichment Studies Students** based on 2 out of 3:

- NWEA
- mClass
- iReady

**4-8 students** will be identified as:

**AIG-Academically Intellectually Gifted (Aptitude & Achievement)**

- Aptitude 95<sup>th</sup> percentile on any subtest or composite
- Achievement 95<sup>th</sup> percentile on any reading or math achievement test (BOG, EOG)

**AG-Academically Gifted, AR- Academically Gifted Reading Only, AM- Academically Gifted Math Only**  
Must meet 3 out of 4:

- NWEA-85<sup>th</sup> percentile or higher

- iReady-2 grade levels above
- NC Check Ins-90<sup>th</sup> percentile or higher
- EOGs-Level 5

**IG-Intellectually Gifted (Aptitude Only)**

Must meet one of the following:

- 95<sup>th</sup> percentile Composite
- 95<sup>th</sup> percentile Verbal Subtest
- 95<sup>th</sup> percentile Quantitative and Nonverbal Subtests

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

**\* 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.

The ICAAS AIG program is designed to provide access for underrepresented populations. The identification process provides multiple pathways to identification, including universal screening, a nomination process, and informal assessments. Sub-group data will be analyzed in the fall during the Master Schedule Analysis to ensure a focus on the groups that are underrepresented based on the demographics of the school.

**Percent Ethnicity Identified as AIG**

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
<b>Female</b>	---	---	---	---	---	---	9.00%
<b>Male</b>	---	---	---	---	---	---	5.71%
<b>Total</b>	---	---	---	---	---	---	7.51%

**Percent of Total AIG Students Identified as Dual Exceptionality**

---

**\* Practice D**

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

A flow chart and testing calendar will be made available to the staff at the beginning of the academic year. In addition, professional development will be provided to all staff members on the screening process, referral, and identification procedures. The plan for Iredell Charter Academy of Arts and Science will be monitored by the principal and the AIG team.

The AIG coordinator will put all testing materials and student portfolio items used for identification in the student's cumulative folder. Students will also have their identification marked in PowerSchool. Students who are referred and not identified will also have their testing materials and portfolio items placed in their cumulative folders.

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

The AIG and leadership team will proactively communicate the identification, screening, and referral policies and processes to stakeholders. An allocated tab on the ICAAS website will house current information about gifted identification. The assessment calendar with screening windows will be posted on the website and distributed to staff and families via school communication avenues. All forms and documents are available in multiple languages as needed.

**\* 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.

All nationally normed aptitude and achievement tests will be filed in the student's cumulative folder along with the portfolio that was created for identification. Parents and families will be provided with a copy of all data used during the identification and will be notified of their child's results. All identified students will have their identification put into the student information system so it can remain in the system as they transition grades and schools.

**\* 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.

**Differentiated Education Plans (DEP)** are developed annually to document the level of service provided to a child identified as a gifted learner. These plans are reviewed annually. If the level of service changes, the DEP is updated accordingly. Parent communication is documented within the DEP. Copies of the DEP are filed in the student's AIG Identification folder.

**\* Ideas for Strengthening the Standard**  
Future consideration for a rubric outlining identification criteria for students demonstrating gifted characteristics but not meeting the quantitative identification criteria set forth above due to limited English proficiency or twice-exceptionality.

**Planned Sources of Evidence**

- \* AIG website
- \* Testing calendar

* DEPs		
* Nomination forms		
* Flow chart		

Type	Documents	Document Template	Document/Link
------	-----------	-------------------	---------------

AIG Standard 1 Additional Resources		N/A	
-------------------------------------	--	-----	--

Standard 2: Comprehensive Programming within a Total School Community

**Iredell Charter Academy of Arts & Scienc (49G) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

**Standard 2: Comprehensive Programming within a Total School Community**

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

**\* Practice A**

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

**K-2 students will receive enrichment services.** The AIG team will use a combination of teacher recommendations, observations, mClass, and iReady results to determine which students will receive services. Identified students will work with the AIG team once a week for 30 minutes at minimum.

**Grades 3-5 students** will be selected for services based on their identification and/or an EOG score of 5 in reading or math. These students will enhance their reading and math skills through project/problem-based learning and leadership opportunities. ELA and Math curricula will be compacted as determined by assessment data. The AIG team will work with identified students twice a week for 30 minutes.

**Grades 6-8 students** will be placed in honors, advanced, or accelerated classes for reading and math. They will also be pulled twice a week for 30 minutes based on their identification and EOG scores of 5 in reading and math. These students will engage in project/problem-based learning and leadership opportunities.

The AIG team will provide all teachers, specialists, and guidance counselors with access to information on students' Differentiated Education Plans (DEPs). The team will meet with teachers to ensure they know which students are identified and the services they will receive. All DEPs will be stored in a central location, such as the child's cumulative folder, so all stakeholders have access to this information.

The AIG team will offer direct and indirect support to regular classroom teachers and other school staff by:

- Coaching/Observing K-8 teachers by modeling resources
- Attending PLC (Professional Learning Community) meetings to share resources and support students who need acceleration.
- Working with teachers who have clustered classes to accelerate the content that students are learning.





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

**\* 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 and guidance counselor will work with the AIG teachers and the general education teachers to ensure gifted students' social and emotional needs are being met.

SEL training will be provided during New Teacher Induction (NTI) and Returning Teacher Orientation (RTO) with check-ins throughout the professional development cycle. General education teachers will implement the Student Champions in the Personal Learning Plans (PLPs). The social worker works with teachers to implement SEL lessons. During monthly PLCs the AIG coordinator and general education teachers will review AIG student progress which will include social and emotional needs. Students can use applications like the "Say Something App" to notify school staff when there are signs of emotional or social harm. This includes situations such as threats of suicide or bullying. The "Say Something App" allows students to alert a school adult at any time of the day.

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

**\* Practice C**

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

The work of the AIG/Enrichment Studies coordinator and team spans all content areas from K-8, fostering collaboration within and across departments. They will meet with classroom teachers during PLC meetings to help extend and enrich classroom activities.

The AIG coordinator will be part of the leadership team, working with administration to support K-8 gifted students. The AIG coordinator and teachers will regularly meet with the counselor to ensure the social and emotional needs of gifted students are met. Additionally, the coordinator will collaborate with the Curriculum Resource Teacher (CRT) to ensure programs are interconnected and resources are available for general education teachers.

**\* Practice D**

Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs. The AIG/Enrichment Studies program will use multiple criteria and data points to guide instruction for advanced students. Flexible and cluster groups may be created to provide appropriate instruction for students. This practice allows for ongoing, consistent differentiation and maximizes the role of the AIG Coordinator.

ICAAS teachers provide all students with instruction based on their identified needs based on multiple data points:

- o NC DPI assessments EOG data
- o Classroom assessments
- o Goal setting/Personalized Learning Plan (PLPs)
- o Progress Monitoring

K-3 students may be clustered based on a variety of data points and teacher observations. 4-5 students will be clustered based on a variety of data points and teacher observations.

6-8 students will be placed in advanced classes based on a variety of data points and teacher observations

**\* 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.

Teachers will be informed through various methods. At the beginning of the year, staff will receive training on best practices and available resources during New Teacher Induction (NTI) and Returning Teacher Orientation (RTO). The AIG coordinator will regularly attend PLC meetings and conduct professional development (PD) trainings throughout the year. The AIG coordinator will attend DPI trainings.

Legislation and regulations regarding gifted education and programs will be integrated into ongoing trainings to ensure all stakeholders are aware of the guidelines surrounding gifted education.

**\* Practice F**

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

Differentiated Education Plans will be created for each student that will include their goals. The DEP will be provided to instructional staff at the beginning of the year and will be filed within student cumulative folders.

**\* 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.

The AIG coordinator will collaborate with general education teachers to compact the curriculum for students who demonstrate readiness to advance quickly through math or reading standards and require enrichment studies. This will be determined through formal and informal assessments such as pre-assessments, NC Check-Ins, NWEA data, iReady data. Acceleration will be done within the classroom setting with the regular education teacher. 6-8 graders will be placed in advanced classes for subject acceleration.

**\* Practice H**

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

For K-3 students demonstrating a strong potential for academic enrichment. The AIG coordinator will create detailed learner profiles for identified students, documenting their strengths, interests, and areas for growth. They will work with general education teachers to compact the curriculum, allowing advanced students to move quickly through standard content and engage in enrichment activities. The coordinator will develop and implement enrichment activities that challenge students and foster their talents. These could include project-based learning, STEM activities, and creative arts programs.

**\* 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.

For 4-8 identified students the AIG coordinator/team will provide frontloading opportunities to prepare students for advanced coursework. This includes pre-teaching key concepts and providing access to challenging materials before they encounter them in the classroom. They will design differentiated instruction strategies that cater to the diverse needs of identified students, ensuring that they have access to advanced learning opportunities.

**\* Practice J**

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

AIG students have access to a variety of extracurricular classes, including robotics, theater, art, yearbook, leadership (Panther Pals), Battle of the Books, physical education, dance, band, and culinary arts, STEAM, and Spanish. They can also participate in after-school activities such as soccer, flag football, softball, baseball, track, cross country, basketball, cheerleading, debate club, and Girl Scouts.

**\* Ideas for Strengthening the Standard**



- Continued development of extracurricular activities that support the individual strengths of gifted scholars enrolled at ICAAS.
- Increased opportunities for direct and indirect services that address the strengths and needs of gifted scholars as the program grows.

**Planned Sources of Evidence**

* Individual student cumulative files	
* DEPs	
* AIG Coordinator files	
* PLC agendas	
* NTI/RTO slide decks	

Type	Documents	Document Template	Document/Link
------	-----------	-------------------	---------------

AIG Standard 2 Additional Resources N/A

Standard 3: Differentiated Curriculum and Instruction

**Iredell Charter Academy of Arts & Scienc (49G) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

**Standard 3: Differentiated Curriculum and Instruction**

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

**\* Practice A**

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

Adaptation of the Standard Course of Study (SCOS) will be accomplished by flexible grouping, tiered assignments, enrichment activities, interest-based projects, and extension activities. The AIG coordinator/team will collaborate with general education teachers to create flexible grouping strategies to allow students to work with peers at similar ability levels, ensuring that all students are appropriately challenged. They design tiered assignments that provide varying levels of complexity and depth, allowing students to work at their own pace and ability level. Project-based learning activities that encourage critical thinking, creativity, and problem-solving skills will be incorporated. Enrichment activities based on students' interests and strengths and advanced content will be provided.

**\* Practice B**

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

The AIG coordinator/team will conduct comprehensive assessments to identify each student's academic needs, readiness levels, and interests. This can include data points such as NWEA and iReady as well as teacher observations, student self-assessments, and interest inventories. This data collection will be included in students' Differentiated Education Plan (DEP) documenting their strengths, areas for growth, learning preferences, and interests. Students DEP will include goals for implementing flexible grouping, tiered assignments, enrichment activities, and project-based learning as indicated by student abilities and interests.

**\* Practice C**

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

Evidence-based strategies and resources, including flexible grouping, acceleration, interest/project-based learning, compacted curriculum, and extension activities, will be implemented both in the general education classroom and during AIG sessions.

**\* Practice D**

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

Students' DEPs will include goals and opportunities for the development of the North Carolina's Portrait of a Graduate framework skills:

- **Adaptability:** Problem-solving activities that require students to adapt to new situations and challenges.
- **Collaboration:** Group projects and cooperative learning activities that promote teamwork and collaboration.
- **Communication:** Activities that enhance verbal and written communication skills, such as presentations, debates, and writing assignments.

- **Critical and Creative Thinking:** Activities that challenge students to think critically and creatively, such as puzzles, brainteasers, and open-ended projects.
- **Empathy:** Social-emotional learning (SEL) activities that teach students to understand and empathize with others, such as role-playing and community service projects.
- **Learner's Mindset:** Opportunities for students to embrace challenges, learn from mistakes, and persist in the face of difficulties.
- **Personal Responsibility:** Tasks that require students to take ownership of their learning, set goals, and manage their time effectively.

**\* Practice E**

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

Before starting a new concept, general education teachers will analyze data to determine their current understanding and determine how the teacher will plan for instruction.

Formative assessments are opportunities for the teacher to provide feedback to the student about their progress and help the student reflect on any needed changes. Formal assessments include but are not limited to:

- o Quizzes
- o Running records
- o Exit tickets
- o Anecdotal notes of student progress

All projects and problem-based learning tasks will have rubrics provided to students before beginning the task so students know the expectations.

Several times a year (fall, winter and spring) students will take one or more of the following assessments:

- o NWEA benchmarks (K-8)
- o iReady placements (K-8)
- o NC Check Ins (3-8)
- o mClass (K-3)
- o 3<sup>rd</sup> grade students will take the Beginning of Grade Reading assessment in the fall
- o 3<sup>rd</sup>-8<sup>th</sup> grade students will take the NC End of Grade assessments for Reading and Math
- o 5<sup>th</sup> and 8<sup>th</sup> grade students will take the NC End of Grade assessment for Science.

All data from formative and summative assessments will be analyzed to determine students' Education Plan goal progress. Curriculum and instruction will be adapted as indicated by data. Flexible/Cluster groupings will be adjusted as needed.

**\* Practice F**

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

The guidance counselor, AIG team, and general education teachers will collaborate to ensure students receive comprehensive support. The AIG team will meet with the general education team during PLCs to discuss students' adaptation to social and emotional situations.

The AIG coordinator will provide guidance to families on fostering students' social and emotional growth. Additionally, the AIG coordinator will work with the CRT to ensure differentiation is implemented across K-8. They will assist general education teachers in creating rubrics, choice boards, and problem/project-based learning activities. The AIG coordinator and EC teachers will also ensure that twice-exceptional students receive the necessary support.

**\* Ideas for Strengthening the Standard**

- Ongoing collaboration with various professionals to remain abreast of current best practices in differentiation of content for gifted learners.

**Planned Sources of Evidence**

\* PLC agendas

\* Formative and summative assessments

\* IFCs

**Documents**

Document Template

Document/Link

AIG Standard 3 Additional Resources

N/A

Standard 4: Personnel and Professional Development

**Iredell Charter Academy of Arts & Scienc (49G) 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.

ICAAS employs an educator who has completed the requirements as set by the state of North Carolina to receive an AIG license.

The AIG coordinator's duties include but not limited to:

- o Overseeing the referral, screening, and identification process
- o Maintaining up-to-date documentation of identification and services
- o Advocating for the needs of AIG learners
- o Overseeing the AIG services of identified students
- o Participating in professional development opportunities to support gifted learner growth
- o Create, monitor, and update the local AIG plan
- o Provide professional development and resources about gifted learners to staff
- o Create and maintain partnerships with gifted families and stakeholders
- o Facilitate AIG PLC meetings to guide general education teachers on best practices for supporting gifted learners

**\* 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.

The AIG coordinator will guide the identification process and placement of each student.

They will work with general education teachers to meet the academic, intellectual, social, and emotional needs of the K-8 learners and build the capacity of classroom teachers to differentiate and meet the needs of gifted learners.

The AIG coordinator will remain informed on effective instructional strategies and best practices to enhance student learning.

They will collaborate with the Leadership Team/CRT to support educators on best practices during PLCs.

<p><b>* Practice C</b> 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.</p> <p>All teachers will receive AIG training and DEP documents during RTO (Returning Teacher Orientation). Classroom teachers will receive ongoing training of the CSUSA Ed Model for Continuous Improvement of all learners. Additional professional development will include 3 UNCC sessions with a focus on instructional best practices. Twice yearly PD will be focused on the advanced learner.</p>
<p><b>* Practice D</b> Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.</p> <p>The majority of instruction is completed by general education teachers who have met the LEA requirements for their position. The AIG coordinator and team members will receive additional professional development for advanced learners and/or an add-on to their license.</p>
<p><b>* Practice E</b> Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds.</p> <p>The AIG coordinator and administration will work with local colleges and universities to recruit AIG-licensed professionals. They will support currently employed teachers to obtain the needed licensure.</p>
<p><b>* Practice F</b> Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.</p> <p>The AIG/Enrichment Studies team is dedicated to ensuring equitable outcomes for all students and will collaborate with schoolwide teams to design professional development for classroom teachers. The AIG coordinator will remain current on effective classroom and instructional strategies. The AIG coordinator and CRT will collaborate to share best practices during PLCS/PD. Additionally, the AIG coordinator will provide a variety of educator resources for teachers to access as needed.</p>
<p><b>* Practice G</b> 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.</p> <p>A professional development calendar will be provided to classroom teachers that includes trainings listed in section 4c.</p>
<p><b>* Ideas for Strengthening the Standard</b></p> <ul style="list-style-type: none"> <li>Consideration in the future for a reimbursement of the cost associated with obtaining add-on licensure for qualifying teachers.</li> </ul>
<p><b>Planned Sources of Evidence</b></p> <p>* Certification of PD completion</p>

\* PD calendar

\* PLC agendas

Type	Documents	Document Template	Document/Link
------	-----------	-------------------	---------------

AIG Standard 4 Additional Resources

N/A

Standard 5: Partnerships

**Iredell Charter Academy of Arts & Scienc (49G) 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.

AIG/Enrichment Studies creates and distributes letters to maintain consistent communication schoolwide. All letters and forms are available in multiple languages. Clear deadlines are established and communicated with teachers and Leadership for sharing information with parents/guardians. Families are notified of assessment dates, timelines, and next steps.

They will meet with families at least once a school year to update the student's DEP. The AIG team will create a quarterly progress report to be sent home with report cards showcasing current data and progress.

**\* 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/team will work with organizations to promote student growth including, but not limited to National Junior Art Honor Society, and Crosby Scholars.

The AIG coordinator/team will assist gifted students in their application to IB schools and Early College programs.

**\* 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.

An advisory group comprised of gifted students, parents/guardians, community members, general education teachers, gifted education teachers, and administration will meet biannually to inform the implementation and growth of the AIG/Enrichment Studies program.

**\* 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.

The ICAAS AIG website page will include:

- o Local AIG plan
- o AIG services
- o Updated gifted education policies
- o Identification process
- o Contact information

On going communication will include all schoolwide platforms in addition to email and newsletters.

**\* Ideas for Strengthening the Standard**

- o Ongoing collaboration with new community partners to strengthen the AIG program.

**Planned Sources of Evidence**

\* Advisory group meeting agenda or notes

\* AIG website

\* AIG newsletter

Type	Documents	Document Template	Document/Link
------	-----------	-------------------	---------------

AIG Standard 5 Additional Resources

N/A

Standard 6: Program Accountability

**Iredell Charter Academy of Arts & Scienc (49G) 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.

Data and feedback was provided by surveyed parents, students, and teachers.

The AIG plan will be submitted to the school board for approval and then sent to NCDPI for review.

All data collected during the three years will be utilized to update the AIG plan. The data includes:

- o Student Data (EOG, BOG, NWEA, iReady)
- o Parent/guardian surveys
- o Student surveys
- o General education teacher surveys
- o Gifted education teacher surveys
- o Advisory committee notes

**\* 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/Enrichment Studies team will ensure identification, professional development, and implementation of the AIG plan is monitored through the following documentation.

- o Education Plans
- o Stakeholder Communication
- o Conference and Meeting Notes
- o Professional Development Notes/Attendance

<p><b>* Practice C</b> 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.</p> <p>The AIG coordinator will work with the administration and the School Operations Administrator (SOA) to develop and monitor a budget.</p>
<p><b>* Practice D</b> 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.</p> <p>The AIG coordinator/team, general education teachers, CRT, and Leadership will discuss student data to ensure gifted learners are performing adequately on assessments and continuing their academic growth.</p> <p>The team will use:</p> <ul style="list-style-type: none"> <li>NWEA</li> <li>iReady</li> <li>EOG/BOG</li> <li>NC Check Ins</li> </ul> <p>They will share updated data with parents/guardians and hold data chats with gifted students. The team will follow all confidentiality requirements.</p>
<p><b>* Practice E</b> 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.</p> <p>The AIG coordinator/team will work with general education teachers to ensure students are referred and notify the parents/guardians of all students of the referral process.</p> <p>They will compile a student portfolio for all referrals. Students will be identified on the portfolio by their student identification number instead of their name to create an unbiased identification process. The AIG coordinator will work with the CRT to monitor data of students consistently performing above grade level as well as the ML and EC coordinators to identify twice-exceptional students.</p>
<p><b>* Practice F</b> 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.</p> <p>The AIG coordinator will work with administration to ensure personnel files are current.</p> <p>They will research various PD opportunities and share the information with the staff.</p> <p>ICAAS's goal is to fill all instructional positions with highly qualified and licensed educators</p>

**\* 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.

Surveys will be distributed to families and stakeholders biannually. The feedback will be reviewed by the AIG team and included in the continuous improvement process. This data will be made available to all stakeholders.

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

All quantitative and qualitative data will be shared with stakeholders. The team will ensure that all student rights are protected, and confidentiality requirements are followed.

The AIG website will be updated to depict current information.  
AIG information will be added to the SIP and updated accordingly.

**\* 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.

Parents/guardians will be directed to the AIG website for policies and procedures of the AIG program.

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

Process	Procedure
Informed consent for identification	* All referrals will be accepted by the AIG coordinator and the referral process will be started as long as the parent/guardian has approved the referral. <ul style="list-style-type: none"> <li>o If the parent/guardian refuses to start the process, the AIG team and administration will work to resolve any issue.</li> </ul> Parents/Guardians will be notified of the Universal Screener through electronic means such as the school's website, an emailed letter from their teacher, and/or a letter sent home with their scholar informing parents/guardians of the screening. If the parent/guardian does not want their child to be tested, they must send the letter back signed, indicating they do not give permission for the child to be tested.
Informed consent for placement	* The AIG Coordinator will discuss consent for services at the results meeting when the DEP is being developed. If parents/guardians decide to move forward with identification, a DEP will be created. The AIG Coordinator will also discuss the DEP and the services the student will be receiving annually at their meeting.

<p><b>Transfer procedures</b></p>	<p>* When students come in from other districts in North Carolina with an identification, the AIG Coordinator/Gifted Specialist will begin services with the student using information from a program like Infinite Campus and their DEP. A meeting will then be held with the parents/guardians to determine what services the scholar will receive at ICAAS after the AIG Coordinator/Gifted Specialist has sufficient data to provide a recommendation based on the student's performance. At that time, a new DEP will be created for ICAAS. Identification will not be changed unless explicitly requested by the parents/guardians. ICAAS will honor the interstate compact on educational opportunities for military children.</p>
<p><b>Reassessment procedures</b></p>	<p>* EOG test scores will be reviewed each year by the AIG Coordinator/Gifted Specialist. Students who meet the requirements will have the ability to be reassessed. The reassessment will take place no sooner than one year after their last assessment. Scholars who are requested and approved to be reassessed will be assessed a year after their last assessment.</p>
<p><b>Procedures to resolve disagreement</b></p>	<p>* In the event of a disagreement of AIG identification and/or services between the family and ICA the following process will be followed.</p> <ul style="list-style-type: none"> <li>o Step 1 - Parent/guardian will submit a written request for a conference to the AIG coordinator. The AIG coordinator and a general education teacher will meet with the parent/guardian to discuss the student's data and the identification criteria. The AIG coordinator will communicate the outcome of the review in writing. If no resolution occurs, the parent/guardian may proceed to step 2.</li> <li>o Step 2 - Parent/guardian will submit a written request of appeal to the principal of ICA. The administrator and the AIG coordinator will review the findings and meet with the parent/guardian. The principal will communicate the outcome of the review in writing. If no resolution occurs, the parent/guardian may proceed to step 3.</li> <li>o Step 3 - Parent/guardian will submit a written request of appeal to the State Director of the Carolinas. The state director will review the findings of the AIG committee, AIG coordinator review, and the principal's review and meet with the parent/guardian. The principal and the AIG coordinator will also attend this meeting. The state director will communicate the outcome of the review in writing. If no resolution occurs, the parent/guardian may proceed to step 4.</li> </ul> <p>Step 4 - Parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150b.</p>
<p><b>* Ideas for Strengthening the Standard</b></p>	
<p>In the future, ICAAS would like to work towards a higher level of involvement from a comprehensive committee of stakeholders, including parents, students, and community members for future revisions of the local AIG plan.</p>	
<p><b>Planned Sources of Evidence</b></p>	
<p>* Local AIG Plan</p>	
<p>* Individual student cumulative files</p>	

\* Surveys

\* AIG Website

Type	Documents	Document Template	Document/Link
------	-----------	-------------------	---------------

AIG Standard 6 Additional Resources		N/A	
-------------------------------------	--	-----	--

**Iredell Charter Academy of Arts & Scienc (49G) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

\* Approved by local Board of Education on:

05/28/2025 

AIG Related Documents

**Iredell Charter Academy of Arts & Scienc (49G) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

**Required Documents**

**Type Document Template Document/Link**

Local Board of Education Approval Signatures [Upload at least 1 document(s)]  [Local Board of Education Approval Template](#)  [Local Board of Education Approval Signatures](#)

**Optional Documents**

**Type Document Template Document/Link**

AIG Standard 1 Additional Resources N/A  
AIG Standard 2 Additional Resources N/A  
AIG Standard 3 Additional Resources N/A  
AIG Standard 4 Additional Resources N/A  
AIG Standard 5 Additional Resources N/A  
AIG Standard 6 Additional Resources N/A



Glossary

Iredell Charter Academy of Arts & Scienc (49G) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Phrase	Definition