

Overview: Mission/Vision Statement and Funding

**Iredell Charter Academy (49G) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

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

For 2022-2025, the Iredell Charter Academy 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 2022)**

	State Funding	Local Funding	Grant Funding	Other Funding
* \$	33,095.14	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

**Iredell Charter Academy (49G) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - 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 for every student to show their strengths and talents.

- o A nomination window for students to be identified will be open from February to March to encourage teachers to review data and request students for identification
  - o Students can be nominated outside on the nomination window.
  - o The AIG coordinator will build a portfolio of data and work samples for all students requested for identification
  - o The AIG coordinator will compile a watch list of possible gifted students based on 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
  - o All students that have been nominated for identification will have a portfolio built with historical data.
  - o One team of general education teachers and a team of AIG teachers will review the portfolios and vote on a placement.

**\* Practice B**

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

- o Students will be given multiple opportunities in kindergarten through 8<sup>th</sup> grade for identification using qualitative and quantitative data. The AIG identification team will use qualitative data such as the AIG coordinator's observations and teacher observations when determining if a child may need enrichment activities in and/or out of the class. EOG, iReady, and NWEA are the examples of quantitative data we will use.
- o Per the state of North Carolina, K-8 students will be identified as:
  - o AIG-Academically Intellectually Gifted
  - o AG-Academically Gifted
  - o AR- Academically Gifted Reading Only
  - o AM- Academically Gifted Math Only
  - o IG-Intellectually Gifted

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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	*	*	*	*	*
3-5	*	*	*	*	*

6-8	*	*	*	*	*
9-12	*	*	*	*	*

**\* Practice C**

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

The AIG coordinator will work with the general education teachers to ensure that they are effectively challenging the students in kindergarten through eighth grade within the classrooms based on best practices and the vision of the school during PLC meetings.

The AIG team will monitor and analyze sub-group data to understand the LEA demographics. The sub-group data will be analyzed at the beginning of the year and throughout the year to ensure that the team is focusing on the groups that are underrepresented based on the demographics of the school. This will be discussed with the leadership team.

**\* Practice D**

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

- o A flow chart will be made available for the staff so they understand the identification process (see Appendix A).
- o A testing calendar will be created by the testing coordinator for each academic year for the staff to know when benchmark assessments will be held.
- o The administration team will meet with the AIG specialist to ensure students who are referred and meet the criteria are screened.
- o The AIG coordinator will attend leadership meetings with the principal to share identification information.
- o Professional development will be provided to all staff members on the screening process, referral, and identification procedures at the beginning of the school year as well as a quick refresher course during the year. The plan for Iredell Charter Academy will be monitored by the principal and the AIG team.
- o 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/ families, students, and the community-at-large

- o An AIG handbook will be given to staff members so they are aware of the process at our school and can assist in informing parents. The AIG team and coordinator will also be able to answer questions parents may have.
- o The AIG screening process will be part of the school's newsletter in the beginning of the year to ensure that all stakeholders know the process.
  - o The screening process will also be placed on the school's website.
- o A parent training will be provided for parents at the beginning of the year to help them understand the screening, referral, and identification process. This meeting will be recorded, and the link made available to parents as needed.
  - o The training and processes will be placed on the school's website.

**\* Practice F**

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


- 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 benchmark data and work samples used during the identification and will be notified of their child's results.
  - Specific teacher votes towards identification and/or non-identification will not be published to the parents.
- All identified students will have their identification put into PowerSchool so it can remain in the system as they transition grades and schools.

**\* Ideas for Strengthening the Standard**

Board approved response for "Ideas to Strengthen the Standard" pending.

**Planned Sources of Evidence**

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* -
* -

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

Standard 2: Comprehensive Programming within a Total School Community

**Iredell Charter Academy (49G) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - 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 gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

o K-2 students: The AIG coordinator will work with and support general education teachers to utilize in- classroom differentiation to support advanced learners. The AIG coordinator will also use a combination of teacher recommendations, observations, and assessments to determine if a student would benefit from enrichment service.

o 3-5 students: The AIG teacher will work with identified students based on their identification. Students will work on reading and math skills using project-based learning, problem-based learning, and discussion-based questions. The AIG coordinator will work with and support general education teachers to utilize in- classroom differentiation to support advanced learners.

o 6-8 students: The AIG coordinator will work with the scheduling team to place identified students in advanced reading and math classes, placement will be based on the student's identification. Students will have the opportunity for subject level acceleration in their middle school classes. Middle school students will have access to an AIG teacher for bi-weekly or monthly check-ins. The AIG coordinator will work with and support general education teachers to utilize in classroom differentiation to support advanced learners.

o The AIG coordinator will provide all teachers, specialists, and guidance counselors with access to information pertaining to the AIG Educational Plans. The AIG coordinator will meet with teachers to ensure they know who is identified in their classroom and the services they will be receiving. o All AIG Education Plans will be placed in the AIG coordinator's files, a copy given to the student's family, as well as in the student's cumulative folder; therefore, allowing all stakeholders access to the information.

o The AIG team will give direct and indirect support for the general classroom teachers and other school instructional staff by

- o Coaching K-2 teachers by modeling resources
- o Attending Professional Learning Community (PLC) meetings to share resources and support students who need acceleration. Attendance at these meetings will occur after benchmark data has been collected.
- o Work with teachers who have clustered classes to accelerate the content that students are learning. Content acceleration will be based on classroom assessments, benchmark assessments and other data that shows a student's understanding of the standards.

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Grade Span	Academically Gifted	Intellectually Gifted	Academically and Intellectually Gifted	Additional information
K-2	*	*	*	*

3-5	*	*	*	*
6-8	*	*	*	*
9-12	*	*	*	*

**\* Practice B**

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

- o The AIG coordinator will provide a list of identified students to the guidance counselor at the beginning of the year and as students are identified.
- o 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.

**\* Practice C**

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

- o The AIG coordinator and AIG teachers will meet with classroom teachers during PLC meetings to help extend and enrich the activities in the classroom.
- o The AIG coordinator will be on the leadership team and work with administration to support K-8 gifted students.
- o The AIG coordinator, AIG teachers, and general education teachers will meet with the counselor regularly to ensure the gifted students' social and emotional needs are supported.
- o The AIG coordinator will collaborate with the curriculum resource teacher (CRT) to ensure programs are connected 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.

- o Iredell Charter Academy's teachers provide all students with instruction based on their identified needs based on multiple data points:
  - o NC DPI assessments
  - o EOG data
  - o Classroom assessments
  - o Goal setting
  - o Progress Monitoring
- o K-3 students may be clustered based on a variety of data points and teacher observations.
- o 4-5 students will be clustered based on a variety of data points and teacher observations.
- o 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.

- o Teachers will be informed in multiple ways.
  - o At the beginning of the year, staff will be trained on best practices and available resources during New Teacher Induction (NTI) and Returning Teacher Orientation (RTO).
  - o The AIG coordinator will attend PLC meetings regularly to support general education teachers with students' needs.
  - o The AIG coordinator will hold professional development (PD) trainings during the year to coach teachers on continual best practices.
- o Legislation and regulations focused on gifted education and programs will be integrated into trainings regularly 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.

- o The AIG coordinator will provide notification of student services to instructional staff at the beginning of the year.
- o As students move from grade level to grade level, open lines of communication will be made available for the general education teachers and the AIG teachers.
- o When gifted students move to high school, the counselor and AIG coordinator will communicate with the high school about the academic, social, and emotional needs of the student.
- o If an identified student transfers to another school, the AIG coordinator will ensure the new school receives the AIG Educational Plan.

**\* 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.

- o The AIG coordinator will work with the general education teachers to compact the curriculum for students who show that they are ready to move quickly through math or reading standards and need enrichment. This will be determined through formal and informal assessments such as pre-assessments, NC Check-Ins, NWEA data, iReady data, etc.
- o Acceleration will be done within the classroom setting with the general education teacher.
- o 6-8 graders will be placed in advanced classes for subject acceleration.

**\* Practice H**

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

- o The AIG coordinator will review all benchmark data and create a 'watchlist' of students that are performing above grade level. After creating a 'watchlist' the AIG coordinator will follow up with grade level teachers to determine if the identification process needs to be started.
- o The AIG coordinator will notify stakeholders of the nomination process to give all stakeholders the ability to request identification for students.
- o The AIG coordinator will work with K-8 general education teachers to work with highflyer students to support their academic growth and determine with identification is needed.

- o EOG data will be shared with the AIG coordinator at the beginning of the year to look for students who scored a 90% or higher in math or reading to determine with identification is needed.
- o The AIG coordinator will partner with the EC (Exceptional Children) teachers to discuss the needs of the twice-exceptional students that may be enrolled.
- o The AIG coordinator will collaborate with the general education teachers to compact the curriculum and meet the needs of students.

**\* Practice I**

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

- o The AIG coordinator will work with administration to support clubs and after-school programs.
- o 6-8 grade students will be able to participate in Duke TIP and National Junior Honor Society

**\* Ideas for Strengthening the Standard**

Board approved response for "Ideas to Strengthen the Standard" pending.

**Planned Sources of Evidence**

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*	-	

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



Standard 3: Differentiated Curriculum and Instruction

**Iredell Charter Academy (49G) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 3: Differentiated Curriculum and Instruction**

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

**\* Practice A**

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

- o The AIG coordinator will work with the general education teachers focusing on math and reading to compact the NC SCOS using pretests for grades K-8.
- o The AIG team will meet with general education teachers during their PLC meetings on a regular basis to support the general education teachers will grouping students.
- o The AIG team will provide enrichment for highflying non-identified K-2 students with the general education teacher.
- o Advanced classes will be made available to grades 6- 8 for reading and math.

**\* Practice B**

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

- o The AIG team will meet with grade levels during their PLCs to provide support to general education teachers in utilizing effective instructional strategies.
- o Examples of effective instructional strategies (not limited to):
  - o Reading workshop
  - o Guided reading
  - o Literature circles/Book clubs
  - o Math workshop
  - o Inquiry based Social Studies and Science
  - o Project based learning
  - o Problem based learning
  - o Document based questions

**\* Practice C**

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

- o The AIG team will meet with grade levels during their PLCs to provide support to general education teachers in utilizing effective instructional strategies.
- o Examples of effective instructional strategies (not limited to):
  - o Reading workshop

- o Guided reading
- o Literature circles/Book clubs
- o Math workshop
- o Inquiry based Social Studies and Science
- o Project based learning
- o Problem based learning
- o Document based questions

o The AIG team will continue to research additional evidence-based strategies and resources to enhance student learning.

**\* Practice D**

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

o The AIG team will work with general education teachers to develop future ready skills by utilizing the following resources (including but not limited to):

- o Critical Thinking
  - o Problem Based Learning
  - o Document Based Questions
  - o Inquiry Based Social Studies and Science tasks

- o Communication
  - o Literature circles/Book clubs
  - o Project based learning
  - o Problem based learning
  - o Document based questions

- o Collaboration
  - o Literature circles/Book clubs
  - o Project based learning
  - o Problem based learning
  - o Document based questions

- o Creativity
  - o Problem Based Learning
  - o Document Based Questions
  - o Inquiry Based Social Studies and Science tasks

- o Curiosity
  - o Problem Based Learning
  - o Document Based Questions
  - o Inquiry Based Social Studies and Science tasks

- o Leadership
  - o Literature circles/Book clubs
  - o Project based learning
  - o Problem based learning
  - o Document based questions

**\* Practice E**

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

- o Before starting a new concept, general education teachers will give students a pretest to determine their current understanding and determine how the teacher will plan for instruction.
- o 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
- o All projects and problem-based learning tasks will have rubrics provided to students before beginning the task, so students know the expectations.
- o 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 3rd grade students will take the Beginning of Grade Reading assessment in the fall
- o 3rd-8th grade students will take the NC End of Grade assessments for Reading and Math; 5th and 8th grade students will also take Science.
- o All formative and summative assessments will be used by the general education teachers and the AIG team to determine effective instructional methods for students.

**\* Practice F**

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

- o The guidance counselor, AIG team and the general education teachers will work together to ensure students are supported.
- o The AIG team will meet with general education team during PLCs to discuss how students are adapting to social and emotional situations.
- o The AIG coordinator will guide families on how to handle and grow students socially and emotionally.

**\* Practice G**

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

- o The AIG team will support general education teachers to group students based on NWEA, iReady, and/or mClass.
- o With team discussion, some K-2 students can participate in subject acceleration by attending a reading or math class of a grade level above them.

- o All students will receive targeted instruction based on their data.
- o The AIG team will work with students that have been identified.
- o The AIG coordinator will attend PLCs to help teachers differentiate their curriculum and instruction.
- o The AIG coordinator will compile a watch list of K-3 non-identified students that are continually performing above grade level norms and start the identification process when deemed necessary.

**\* Practice H**

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

- o The AIG coordinator will work with the CRT to ensure differentiation is occurring across K-8.
- o The AIG coordinator will meet with general education teachers during PLCs to collaborate and assist with differentiation.
- o The AIG team will assist general education teachers in the creation of rubrics, choice boards, and problem/project-based learning.
- o The AIG coordinator will work with the EC teachers to ensure twice-exceptional students are supported

**\* Practice I**

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

- o During the beginning of the school year, general education teachers will be trained on appropriate instructional techniques for gifted learners.
- o The AIG coordinator will supply a copy of each student's AIG Education Plan to each general education teacher that works with the student.
- o The AIG coordinator will meet with parents once a year to discuss data and update the student's goals.
- o A copy of the updated plan will be:
  - o Given to the parents for their records
  - o Placed in the student's cumulative folder
  - o Given to grade level teachers
  - o Given to the AIG teacher
- o The AIG team will complete a progress report that will be given to parents with each report card.
- o The AIG coordinator will meet with the EC teachers to ensure twice-exceptional students are supported
- o See Appendix B for a sample AIG Educational Plan

**\* Ideas for Strengthening the Standard**

Board approved response for "Ideas to Strengthen the Standard" pending.

**Planned Sources of Evidence**

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Type	Documents	Document Template	Document/Link
AIG Standard 3 Additional Resources		N/A	 <a href="#">Appendix B</a>

Standard 4: Personnel and Professional Development

**Iredell Charter Academy (49G) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 4: Personnel and Professional Development**

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

**\* Practice A**

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

- o Iredell Charter Academy employs an educator that has completed the necessary requirements as set by the state of North Carolina to receive an AIG license
- o 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 Facilitate AIG PLC meetings to guide general education teachers on best practices for supporting gifted learners
  - o Provide professional development and resources about gifted learners to staff
  - o Create and maintain partnerships with gifted families and stakeholders

**\* Practice B**

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

- o The AIG coordinator will guide the identification process and placement of each student.
- o The AIG coordinator will work with general education teachers and gifted education teachers to meet the academic, intellectual, social, and emotional needs of the K-8 learners.
- o The AIG coordinator will stay up to date on effective instructional strategies and best practices for student learning.
- o The AIG coordinator will work with the CRT to guide educators on best practices during PLCs.

**\* 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.

- o All teachers will receive AIG training during RTO and teachers will be provided a copy of the AIG Educational Plan documents for the identified students.
- o Some PLCs and PDs will be centered around best practices and effective strategies of growing gifted learners.

o The AIG coordinator will work with general education teachers to support the needs of gifted learners.

**\* 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.

o The majority of instruction is completed by general education teachers that have met the LEA requirements for their position.

o The AIG coordinator has earned an AIG add-on license.

o The AIG team may have their AIG add-on license; however, they will be overseen by the AIG coordinator.

**\* Practice E**

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

o The AIG coordinator and administration will work with local colleges and universities to recruit AIG-licensed professionals.

o The AIG coordinator and administration will encourage currently employed teachers to obtain the needed licensure.

**\* Practice F**

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

o The AIG coordinator will stay up to date on effective classroom and instructional strategies.

o The AIG coordinator and CRT will work together to share information and effective instructional strategies during PLCs.

o The AIG coordinator will have a variety of educator resources available for teachers to view as needed.

**\* 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.

o The AIG coordinator will work with the CRT and administration to create a PD calendar to support the needs of teachers.

o The team listed above will use parent/student survey data, teacher needs assessments, student data, the SIP, and other needs to determine the needed PDs.

**\* Ideas for Strengthening the Standard**

Board approved response for "Ideas to Strengthen the Standard" pending.

**Planned Sources of Evidence**

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



Standard 5: Partnerships

**Iredell Charter Academy (49G) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 5: Partnerships**

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

**\* Practice A**

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

- academic and intellectual
- social and emotional.

- o The AIG coordinator and AIG team will keep open lines of communication with all parents/guardians of identified AIG students.
- o The AIG coordinator and AIG team will keep open lines of communication with all parents/guardians of students that might meet the identification requirements.
- o The AIG coordinator will meet with families at least once a school year to update the student's AIG Educational Plan.
- o The AIG team will create weekly/monthly newsletters to showcase activities within the gifted classroom.
- o The AIG team will create a quarterly progress report to be sent home with report cards that shows current data and the quarter's AIG focus.

**\* 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.

- o The AIG team will work with organizations to promote student growth:
  - o Duke TIP
  - o National Junior Honor Society
  - o Crosby Scholars
  - o Etc.
- o The AIG team will assist gifted students in the application to IB schools and Early College programs.
- o The AIG team will work with community organization to bring guest speakers to campus.

**\* 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

<p>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.</p>	<ul style="list-style-type: none"> <li>o The AIG coordinator will work with administration to create a consistent advisory group compiled of gifted students, parents/guardians, community members, general education teachers, gifted education teachers and administration.</li> <li>o The advisory group will meet at least two times a year to discuss gains and opportunities for growth</li> </ul>	<p><b>* Practice D</b> Informs all students, parents/guardians, and the community of the following:</p> <ul style="list-style-type: none"> <li>▪ Local AIG Plan</li> <li>▪ Local AIG program services</li> <li>▪ Policies relating to advanced learning and gifted education</li> <li>▪ Ways to access opportunities available to AIG students</li> </ul> <p>Communication is ongoing and responds to the diverse language needs of the community.</p>	<ul style="list-style-type: none"> <li>o ICA will have an AIG page on the website with all important information: <ul style="list-style-type: none"> <li>o Local AIG plan</li> <li>o AIG services</li> <li>o Updated gifted education policies</li> <li>o The identification process</li> <li>o Contact information</li> </ul> </li> <li>o The AIG coordinator will work with the administration to update the AIG page of the website and showcase important information on social media.</li> <li>o The AIG coordinator will work with the Enrollment Manager to ensure new incoming families are aware of the AIG policies and procedures.</li> </ul>	<p><b>* Ideas for Strengthening the Standard</b></p>	<p>Board approved response for "Ideas to Strengthen the Standard" pending.</p>	<p><b>Planned Sources of Evidence</b></p>	<ul style="list-style-type: none"> <li>* -</li> <li>* -</li> <li>* -</li> </ul>	<table border="1"> <thead> <tr> <th data-bbox="1312 63 1365 2037">Type</th> <th data-bbox="1312 63 1365 653">Documents</th> <th data-bbox="1312 653 1365 1346">Document Template</th> <th data-bbox="1312 1346 1365 2037">Document/Link</th> </tr> </thead> <tbody> <tr> <td data-bbox="1365 63 1403 2037">AIG Standard 5 Additional Resources</td> <td data-bbox="1365 63 1403 653"></td> <td data-bbox="1365 653 1403 1346">N/A</td> <td data-bbox="1365 1346 1403 2037"></td> </tr> </tbody> </table>	Type	Documents	Document Template	Document/Link	AIG Standard 5 Additional Resources		N/A	
Type	Documents	Document Template	Document/Link													
AIG Standard 5 Additional Resources		N/A														

Standard 6: Program Accountability

**Iredell Charter Academy (49G) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 6: Program Accountability**

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

**\* Practice A**

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

- o While creating the plan, the AIG coordinator surveyed parents, students, and teachers.
- o The AIG coordinator researched effective instructional strategies used by local schools.
- o The AIG coordinator ensured all required items were included in the AIG plan.
- o The AIG plan will be submitted to the school board for approval and then sent to NCDPI for review.

**\* 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.

- o The AIG coordinator will meet with the AIG team to discuss the growth and opportunities for growth within the plan.
- o The AIG coordinator will meet with the AIG advisory committee to discuss the growth and opportunities for growth within the plan.
- o The AIG coordinator will compile all growth documentation and notes for opportunities for growth in a central location that can easily be accessible to all stakeholders.

**\* 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.

- o The AIG coordinator will work with administration and the School Operations Administrator (SOA) to develop and monitor a budget.

**\* 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.

- o The AIG team, general education teachers, CRT, and administration will discuss student data to ensure gifted learners are performing adequately on assessments and continuing their academic growth.

- o The team will use the following benchmark assessments (but not limited to):
  - o NWEA
  - o iReady
  - o EOG/BOG
  - o NC Check Ins
- o The AIG coordinator will share updated data with parents/guardians and hold data chats with gifted students.
- o The team will follow all confidentiality requirements.

**\* 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.

- o The AIG coordinator will work with general education teachers to ensure students are referred.
- o The AIG coordinator will review the 'watchlist' of higher performing students to determine if any students should be referred for identification.
- o The AIG coordinator will notify the parents/guardians of all students of the referral process and will accept all referrals.
- o The AIG coordinator will compile a student portfolio for all referrals after parent approval has been obtained.
- o Students will be identified on the portfolio by their student identification number instead of their name to create an unbiased identification process.
  - o All identifying information will be redacted to ensure an unbiased identification. Redacted information is listed below:
    - o Name
    - o Birthdate
    - o Gender
    - o Race
    - o Language status
    - o Twice-exceptionalities
- o The AIG coordinator will work with the CRT to monitor data of students consistently performing above grade level.
- o The AIG coordinator will work with the ELL coordinator and the EC coordinator to determine if any students qualify for twice-exceptional.

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

**Percent Ethnicity Identified as AIG**

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
<b>Female</b>	---	---	---	---	---	---	9.84%
<b>Male</b>	---	---	---	---	---	---	6.10%


Total	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	8.12%
<b>Percent of Total AIG Students Identified as Dual Exceptionality</b>																	
---																	
<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>																	
<ul style="list-style-type: none"> <li>o The AIG coordinator will work with administration to ensure personnel files are up to date.</li> <li>o The AIG coordinator will research a variety of professional development opportunities and share the information with the staff.</li> <li>o Iredell Charter Academy's goal is to fill all instructional positions with highly qualified and licensed educators</li> </ul>																	
<p><b>* Practice G</b> Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.</p>																	
<ul style="list-style-type: none"> <li>o The AIG coordinator will create surveys based on the AIG standards and plan to send to AIG families at least twice a year.</li> <li>o The AIG coordinator will present the information to the AIG advisory committee. <ul style="list-style-type: none"> <li>o The AIG advisory committee is made up of gifted students, parents/guardians, general education teachers, gifted education teachers, and administration.</li> </ul> </li> <li>o The AIG coordinator will house all information and data collected in a central location that can be made available to all stakeholders.</li> </ul>																	
<p><b>* Practice H</b> Facilitates a comprehensive evaluation of the local AIG program utilizing multiple sources of data to revise the local AIG plan every three years.</p>																	
<ul style="list-style-type: none"> <li>o All data collected during the three years will be utilized to update the AIG plan. The data includes (but not limited to): <ul style="list-style-type: none"> <li>o Student Data (EOG, BOG, NWEA, iReady, etc.)</li> <li>o Parent/guardian surveys</li> <li>o Student surveys</li> <li>o General education teacher surveys</li> <li>o Gifted education teacher surveys</li> <li>o Advisory committee notes</li> </ul> </li> </ul>																	
<p><b>* Practice I</b> Shares all data from local AIG program evaluation with school and district personnel, students, parents/guardians, families, and other community stakeholders.</p>																	
<ul style="list-style-type: none"> <li>o All quantitative and qualitative data will be shared with stakeholders. The AIG team will ensure that all student rights are protected, and confidentiality requirements are followed.</li> </ul>																	

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

**\* Practice J**

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

- o Parents/guardians will be directed to Iredell Charter Academy's AIG website for policies and procedures of the AIG program.
- o 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.
  - o If the parent/guardian refuses to start the process, the AIG team and administration will work to resolve any issue.
- o In the event of a disagreement of AIG identification and/or services between the family and ICA the following process will be followed.
  - o Step 1 - Parent/guardian will submit a written request for a conference to the AIG coordinator. The AIG coordinator and the student's 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.
  - o Step 2 - Parent/guardian will submit a written request of appeal to the principal of Iredell Charter Academy. The administrator and the AIG coordinator will review the findings of the previous meeting 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.
  - 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, the AIG coordinator's review, and the principal's review and then 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.
  - o Step 4 - Parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150b.

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Process	Procedure
Informed consent for identification	*
Informed consent for placement	*
Transfer procedures	*
Reassessment procedures	*
Procedures to resolve disagreement	*

**\* Ideas for Strengthening the Standard**

Board approved response for "Ideas to Strengthen the Standard" pending.

**Planned Sources of Evidence**

* -
* -
* -

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

Local Board of Education Approval

**Iredell Charter Academy (49G) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

\* Approved by local Board of Education on:

08/31/2022 

Original Application Submission Date: 10/27/2022

**Type Documents Document Template Document/Link**

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



AIG Related Documents

**Iredell Charter Academy (49G) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Required Documents**

**Type** **Document Template** **Document/Link**

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

**Optional Documents**

**Type** **Document Template** **Document/Link**

AIG Glossary [Upload up to 1 document(s)] N/A

AIG Standard 1 Additional Resources N/A [Appendix A](#)

AIG Standard 2 Additional Resources N/A

AIG Standard 3 Additional Resources N/A [Appendix B](#)

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 (49G) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Phrase	Definition
ICA	Iredell Charter Academy
PLC	Professional Learning Community

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

Type	Documents	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]		N/A	