Mission/Vision Statement and Funding

Steele Creek Preparatory Academy (61Y) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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

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

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

* Mission and/or Vision Statement(s)

Steele Creek Preparatory Academy is a tuition-free public charter school educating students in grades K-8 who reside in the state of North Carolina. For the 2025-2026 school year, applications will be accepted in grade levels K-8. Steele Creek Preparatory Academy is governed by the Steele Creek Charter Education Foundation.

Steele Creek Preparatory Academy is a member of the highly successful Charter Schools USA family of schools. CSUSA has a 20-year track record of success and manages a high performing network of schools. CSUSA is the first education management organization in the nation to receive full system-wide accreditation through AdvancED.

Our Mission: The students of Steele Creek Preparatory Academy will learn in a rigorous, personalized learning environment while building strong foundations of academic and critical thinking skills that lead to future opportunities for college and career readiness.

Academic Excellence: Individualized Approach to Learning (PLP): The School will create a Personalized Learning Plan (PLP) for every student designed to track an individual student's strengths, weaknesses, and cumulative progress in attaining a year's worth of learning at a specific grade level. The PLP will empower students to track their own progress, which promotes student ownership of learning goals. The plan's development is a collaborative effort among the teacher, parent, student, and other staff involved with the student's academic achievement. Teachers will act as facilitators and coaches for the plans, aiding in creating, monitoring, and challenging the students to push themselves. The parents' role is to be a cheerleader or mentor, motivating and guiding the students in their endeavors. Most importantly, students are the producers of the plan, tasked with the responsibility of understanding their data, making good decisions as learners, and following through with expectations.

Uniforms: Steele Creek Preparatory Academy's school uniform policy strictly enforced. School uniforms must be purchased exclusively from either All Uniform Wear or Land's End. School uniforms instill a sense of pride in the school as well as each child's individual appearance. Uniforms allow students to focus on their education instead of designer labels and fashion trends.

Enhanced Learning/Tech: Steele Creek Preparatory Academy is continuing the process of implementing programming to meet the requirements for Apple Distinguished School Designation. We are a one-to-one school and utilize technology to enhance the learning experience.

Communication: At Steele Creek Preparatory Academy, we strive to deliver clear, concise, and consistent communication to Parents, Students, and Staff Members. As a parent of SCPA, you can expect to receive automated phone calls, email messages, and/or text messages. We will also communicate through our website and social media channels (such as Facebook and Instagram). We strongly encourage all stakeholders to keep us updated on any change in contact information so we may continue to deliver clear, concise, and consistent communications with our families and staff members.

Campus Visiting: The safety of students and staff members are our top priority here at SCPA. When visitors arrive at our campus, they are screened by Front Office personnel. If it is determined that a visitor needs to enter the school building beyond the lobby, a government issued ID will be scanned and a quick background check is performed. If an issue arises from the background check, the visitor will not be admitted into the school building and proper authorities will be contacted. If the background check is cleared, a Visitor's badge is provided and must always be visible while inside the school. Any visitor not following these safety protocols will be asked to leave.

Community Involvement: Steele Creek Preparatory Academy has community-wide partnerships with local businesses, such as the Stratford Richardson YMCA, Charlotte Mecklenburg Library, Father Figures Mentoring, and Rep It Up Training. We are also proud members of the Southwest Business Alliance and Arrowood Business Association.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* $ 19,127.00	* $ 0.00	* $ 0.00	* $ 0.00

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Standard 1: Student Identification

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

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

Screening-Data is routinely analyzed within Professional Learning Communities (PLCs) for scholars in grades kindergarten through eighth grade. Analysis of nationally normed aptitude and/or achievement tests such as mClass, NWEA's MAP, iReady, North Carolina Beginning of Grade assessments (BOGs), End of Grade assessments (EOGs), and End of Course assessments (EOCs) will be used to screen for potential giftedness twice a year.

An aptitude test, such as the CogAT, will be administered in the spring of enrolled students second grade year to serve as a universal screener for gifted characteristics.

Students who score in the 85th percentile or above in either screener method will be considered for the identification process.

Referral- Students may be nominated for AIG identification by teachers, other students, by their parent/guardian, or by themselves through a nomination form posted on the Steele Creek Preparatory Academy's website. Referrals will be considered in accordance with the quantitative data in determining whether to go forward with the identification process for a nominated student.

* **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.

Scholars will be given multiple opportunities in kindergarten through eighth grade for identification using qualitative and quantitative data. Qualitative data may include AIG Coordinator/AIG teacher observations and teacher observations to determine if a child may need enrichment activities in and/or out of the classroom. Quantitative data may include aptitude tests such as the CogAT, or achievement tests, such as EOG scores (3-8).

Aptitude

- Composite score of 95% or above is 12 points, 90-94% is 6 points, 85-89% is 3 points, 84% or below is 0 points.
- Verbal score of 95% or above is 12 points, 90-94% is 6 points, 85-89% is 3 points, 84% or below is 0 points.
- Quantitative and Nonverbal or QN score of 95% or above is 12 points, 90-94% is 6 points, 85-89% is 3 points, 84% or below is 0 points.

Achievement

- Reading score of 95% or above is 4 points, 90-94% is 3 points, 85-89% is 2 points, 84% or below is 0 points.
- Math score of 95% or above is 4 points, 90-94% is 3 points, 85-89% is 2 points, 84% or below is 0 points.

Referred students may be identified using alternate forms of achievement included in the student's portfolio. Examples of qualitative work considered in the portfolio process may include projects demonstrating above-grade-level ability. Examples of quantitative work

considered in the portfolio process may include test scores, and classwork grades demonstrating the student exceeds standards.

Portfolio

Scholars who do not qualify for identification with the aptitude and quantitative tests may be eligible for the portfolio process. Two observers will be asked to fill out the teaching rating scale for the scholar up for the portfolio process.

· Highest Achievement Score: 90% or above 4 points, 85-89% 3 points, 80-84% 2 points, 75-79% 1 point, 74% or below 0 points

· Highest Aptitude Score: 90% or above 4 points, 85-89% 3 points, 80-84% 2 points, 75-79% 1 point, 74% or below 0 points

· Teacher Rating Scale: 55 or above 4 points, 50-54 points 3 points, 45-49 points 2 points, 40-44 points 1 point, 39 and below 0 points

Identification Criteria

· Academically Gifted – Reading only: Has an accumulation of 4 points in the verbal portion of the aptitude test, the reading portion of the achievement test, or a combination of both will identify as Academically Gifted in Reading (AR).

· Academically Gifted – Math only: Has an accumulation of 4 points in the quantitative and nonverbal section of the aptitude test, math portion of the achievement test, or a combination of both will identify as Academically Gifted in Math (AM).

· Academically Gifted – Reading & Math: Has an accumulation of 8 points in reading and math using an achievement test and/or an aptitude test will identify as Academically Gifted in both Reading and Math (AG).

· Intellectually Gifted: After all achievement and informal opportunities have been exhausted, scholars who score 90-94% composite on a nationally normed aptitude test will identify as Intellectually Gifted (IG).

· Academically and Intellectually Gifted: Has an accumulation of 12 points in reading and math using an aptitude test and/or an achievement test will identify as Academically and Intellectually Gifted (AIG).

Newly enrolled scholars who were identified as gifted at another school in North Carolina or South Carolina will be identified as gifted at Steele Creek Preparatory Academy.

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* **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 AIG Coordinator will meet with grade level teams quarterly to review NWEA data, NC Check in Data, and classroom observations so that all students are continuously monitored regardless of race, ethnicity, or socioeconomic status.

The district recognizes and encourages diverse populations to achieve and excel. We will continue to monitor and analyze sub-group data to target underserved groups, especially since the NC Charter School Lottery System determines our school demographics for incoming students.

Students who are culturally/ethnically diverse, economically disadvantaged, Multilingual learners, highly gifted, and twice-exceptional will be included in the identification/referral process for potential AIG students. More thorough evaluation through the portfolio process of potential AIG students might be required when there is limited or nonstandard English in the home, transience in elementary school (at least 3 moves), economic disadvantage, and identified disability.

The AIG Committee will utilize an eligibility determination form that captures standardized assessment data, teacher/and or parent observation data, and a component that addresses measures of creativity exhibited by students. The triangulation of data considered is structured to consider traditionally underrepresented populations, (Multilingual learners, students of low socio-economic status, and twice exceptional students).

Teachers must monitor academic performance of underserved populations, mentor, and refer them for AIG evaluation if gifted characteristics are noted. Our goal is to identify and serve all eligible students.

Professional development will be provided to expand staff understanding of giftedness, tackle misperceptions, and increase the potential for appropriate referral for scholars demonstrating gifted characteristics who may not be perform well on standardized assessment measures due to additional factors.

Percent Ethnicity Identified as AIG

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

Percent of Total AIG Students Identified as Dual Exceptionality

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* **Practice D**

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

The LEA has created measures to implement appropriate screening and identification for the majority of gifted students. Within the LEA, students will be screened using available standardized and growth-based assessments to monitor student performance, potential for performance, and exhibited characteristics of gifted learners. Most gifted and highly gifted students will be identified using traditional aptitude and/or achievement measures coupled with various qualitative measures. We recognize that academically and intellectually gifted students come from all ethnic, geographic, and socioeconomic groups and that giftedness can be displayed across a spectrum of intellectual and/or academic skills. The process used to identify students in need of gifted services must be ongoing, reliant on multiple measures, free of bias, and non-exclusionary. In an effort to provide equity, the LEA must be clear and consistent in its practices. We understand that there may be disproportionate representation of various subgroups within the school-based population. This may be compounded by the yearly NC Charter School Lottery's potential to change the school's overall demographics. As a result, we intend to use all screening, nomination, and direct referral avenues available to identify gifted students. The LEA will also increase the overall staff participation in the student nomination process and conduct a yearly internal audit of AIG records to ensure consistent processes. These records can include but are not limited to keeping current and updated DEPs, quarterly reports of student progress for parents/guardians, and maintaining a portfolio of student work.

* **Practice E**

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

As an indicator of consistency, program documentation will keep stakeholders informed and serve as a monitor of student progress. This documentation will include, but not be limited to: PLP, meeting minutes, and progress monitoring documentation.

Meetings will be held annually to review PLPs. Coordinators will present an overview of AIG expectations, and teams will discuss the support system(s) available for students' academic, emotional, and social success.

Additional conferences will be scheduled as needed at parent or teacher request.

Key transition points:

- Acceleration
- Transition to middle school
- Transition to high school
- Beginning services
- Change in Services
- Kindergarten
- 2nd grade as they prepare for State Mandated reading assessments

Parents/guardians will receive notification of universal screening in second grade with the option to opt out of the screening process.

Information will be featured on the school's website to inform stakeholders of the screening, referral, and identification processes, the development of an AIG Advisory Board and ways to participate, and conflict resolution steps.

* **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.

The LEA will create and keep individual files for each student who has been nominated, evaluated, and has/had services provided while at Steele Creek Preparatory Academy. Documentation can include:

- Comprehensive learner profile
- Qualitative data/observations
- Quantitative data—aptitude & achievement assessment scores
- Permission to Evaluate
- Initial DEP
- Yearly Progress Monitoring of the DEP
- Quarterly Reports

Results from the screening, referral, and identification process will be send home for review by the parent/guardian. Parents/guardians of students who qualify for services will be invited to conference with the AIG Coordinator to further review the results and discuss next steps in receiving services through the AIG programming at SCPA. Parents/guardians will be provided a copy of the initial DEP for their child, as applicable.

* **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.

Students at SCPA who meet the criteria for AIG identification will have a DEP developed and reviewed/revised annually. DEP development, review, and revision will be completed through a collaborative team discussion involving the parent/guardian, the student, AIG coordinator, classroom teacher(s), and other student service/support personnel knowledgeable of the student, as appropriate.

The following details will be discussed by the team and documented on the eligible student's DEP:

· Area of identification

· Summary of data used in the development/revision of the AIG Plan

· Individual goals

· AIG Services

Annual revisions to eligible student's DEPs will be maintained in the student's individual file. Copies of DEP updates will be provided to parent/guardian for their record.

A copy of student quarterly reports will be sent home to parents 4 times per academic year. Parents may request to meet with the AIG collaborative team to discuss student progress, questions, and/or issues prior to the annual review of their child's DEP.

*** Ideas for Strengthening the Standard**

Steele Creek Preparatory Academy will continue to explore tools and processes to better identify under-served populations. As the school builds its AIG program, the AIG identification process will need to respond to the gifts and abilities of a changing population. The LEA may need to consider additional pathways to AIG identification.

Planned Sources of Evidence

*	- Parent AIG Surveys
*	- AIG Student folders

* - Student AIG Plans

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

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.

Our LEA adopts the NC Standard Course of Study (SCOS) in Language Arts, Math, and other content areas as appropriate. Small groups and differentiated instruction are provided to all students. The AIG Coordinator will meet with grade level teams to ensure that instructional practices and resources are shared to provide continued support for AIG students. AIG students are pulled out for small group instruction and/or placed in advanced ELA and/or advanced math classes.

Service Levels

· Level 1: Regular classroom environment, flexible grouping, differentiated services by the teacher, indirect support by the AIG teacher.

· Level 2: All Level 1 options, direct support by the AIG teacher

· Level 3: All Level 2 options and subject advancement

· Level 4: All Level 3 options and grade advancement.

Direct Supports

· Academically Gifted – Reading only: Students will work with the AIG teacher 1 time a week for 30 minutes in reading. Students in grades 6-8 will also be given the opportunity to be placed in an honors or advanced reading class.

· Academically Gifted – Math only: Students will work with the AIG teacher 1 time a week for 30 minutes in math. Students in grades 6-8 will also be given the opportunity to be placed in an honors or advanced math class.

· Academically Gifted – Reading & Math: Students will work with the AIG Specialist 1 time a week for 30 minutes for reading and 1 time a week for 30 minutes for math. Students in grades 6-8 may also have an opportunity to be placed in an honors or advanced reading and/or math class.

· Intellectually Gifted: Students will work with the AIG Specialist 2 times a week for 30 minutes in problem-based activities and/or STEAM activities. If the numbers do not support a small group of IG/AIG scholars, they will be integrated into either math or reading depending on their area of strength, and STEAM activities will be incorporated into the curriculum. Students in grades 6-8 may also have an opportunity to be placed in an honors or advanced reading and/or math class.

Academically and Intellectually Gifted: Students will work with the AIG Specialist 2 times a week for 30 minutes in problem-based activities and/or STEAM activities. If the numbers do not support a small group of IG/AIG scholars, they will be integrated into either math or reading depending on their area of

strength, and STEAM activities will be incorporated into the curriculum. Students in grades 6-8 may also have an opportunity to be placed in an honors or advanced reading and/or math class.

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

The LEA addresses the social and emotional needs of AIG students through the use of the following:

· Cluster grouping (K – 5th) and Advanced level courses (6th - 8th): gifted learners are able to be around like-minded individuals who will be more supportive in group work and share their intellectual processing capabilities.

· The school counselor/student service coordinator can specifically meet with gifted students at least two times each school year to “check-in” with how they are doing and/or lead small group conversations for children on various topics that affect the gifted child.

· All students will have access to a common social/emotional curriculum, such as AiA.

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

The AIG Coordinator will support the instructional staff in meeting the needs of gifted learners in the following ways:

· Collaborate with grade level teams to meet their affective and academic needs.

· Collaborate with the EC teachers to ensure twice exceptional students gifted needs are being met in conjunction with their IEP.

· Participate in grade level PLCs

· Provide professional development of the characteristics of gifted learners

· Provide professional development on differentiation strategies effective for expanding the curriculum for gifted learners.

· Schedule appropriate times to co-teach or provide push-in services for enrichment and curriculum acceleration

· Work with kindergarten through second grade teachers to support the early identification of gifted scholars

· Push-in during SUCCESS blocks to address the social/emotional needs of gifted scholars

Policy- The AIG coordinator will work with teachers who have AIG students to meet their effective and academic needs. Teachers will be notified of who has been identified as gifted at the start of each academic year, as students are newly identified, and as needed based on additional circumstance.

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

Our LEA implements formative and summative assessment practices. We utilize our benchmark online program assessments, Read to Achieve Data, EOG, NWEA and teacher assessments. Student mastery and practice assignments and projects inform our teachers' instructional practices to include flexible grouping. Data will be monitored to make sure all students are making growth.

AIG students will be flexibly grouped based on quantitative and qualitative data sources. The following factors will be considered when determining grouping:

- Creating opportunities for gifted students to work with like-minded individuals on differentiated curriculum activities and/or centers.
- Supporting identified students' higher-level thinking skills (HOTS) based on their individual strengths, needs, and area(s) of giftedness
- Review of classroom assessment data, observed area of need, and identified area of giftedness.
- Promoting growth in both the content area identified and the level of HOTS being integrated.

* **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.

Yearly, the AIG Committee presents to the school staff information regarding the AIG program. The Committee discusses the characteristics of gifted learners, referral, screening, and identification processes, curriculum and progress monitoring of students. Co-teaching and collaboration are additional topics that are reviewed regarding the role of each member of the AIG Committee and the process for working with the general education teachers.

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

The AIG Coordinator will meet weekly with grade level teams.

The AIG teachers support students' transition to high school by communicating with schools and families to help find the appropriate high school program for each AIG student.

Annual AIG plan meetings provide AIG teachers and classroom teachers the opportunity to communicate integral transition information.

Transition meetings will occur to ensure student goals and services are appropriately aligned at key transition points. This will occur near the end of students' 5^{th} and 8^{th} grade academic years to ensure services are appropriately aligned for middle and high school respectively.

* **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 LEA currently allows for Single Subject Acceleration (SSA) in grades K-8. This acceleration opportunity is offered to students who show great need for access to content above the current enrolled grade level. This can be accomplished through differentiated centers (K –2^{nd}), enrichment of current NCSCOS push-in class (3^{rd} - 5^{th}), or being enrolled in an "advanced" section of English Language Arts and/or Mathematics (6^{th} - 8^{th}). Due to the school's Charter School status and student enrollment based on a lottery system, the availability of a teacher-led compacted course (6^{th} - 8^{th}) depends on the number

of students who need compacting and the availability of staffing. An alternate option through North Carolina Virtual Public Schools or similar style electronic resource may be provided if volume of student need does not allow for staffing of a course. Whole grade acceleration will be considered when a student has shown extreme need for curriculum access that cannot be attained through the majority of the student's current enrolled grade per a student's Personalized Learning Plan (PLP).

Early Admission to Kindergarten

SCPA strongly discourages early enrollment of students before the age of 5. Children at this developmental milestone benefit from the stimulation and preparation of preschool. If a parent/guardian chooses to apply for early admission to kindergarten all the criteria below must be met. This policy is aligned with NC State Board of Education Policy. NC State Board of Education Policy 16 NCAC 6E.0105, delineates the standards for early admission to kindergarten, and is stated below. To determine the eligibility of a four-year-old child to enter kindergarten pursuant to the provisions of G.S. 115C-364(d), the principal shall confer with a committee of professional educators to consider for each child the following factors:

1. Student Aptitude. The child shall be precocious in academic and social development and shall score at the 98th percentile on a standard individual test of intelligence on either the Stanford-Binet or The Wechsler Preschool and Primary Scale of Intelligence administered by a licensed psychologist.

2. Achievement. The child shall be functioning from two to three years beyond the child's peers. The child shall score at the 98th percentile on either reading or mathematics on one or more of the following standard tests of achievement: the Woodcock-Johnson, the Test of Early Mathematics Ability (TEMA), and/or the Test of Early Reading Ability (TERA). The test must be administered by a licensed psychologist, a member of the psychologist's professional staff, or a professional educator who is trained in the use of the instrument and who has no conflict of interest in the outcome of the assessment.

3. Performance. The child shall be able to perform tasks well above age peers as evidenced by behaviors in one or more areas such as independent reading, problem solving skills, advanced vocabulary, and some writing fluency. The parent shall submit a sample of the child's work that shows outstanding examples of ability in any area including, but not limited to, art, mathematics, writing, dramatic play, creative productions, science, or social interactions.

4. Observable Student Behavior/Student Interest. The child shall demonstrate social and developmental maturity sufficient to participate in a structured setting for a full school day. The child shall be capable of following verbal instructions and functioning independently within a group. The parent shall provide two recommendation letters with specific documentation of physical and social maturity from preschool teachers, childcare workers, pediatricians, or others who have direct knowledge of the child. Useful documentation checklists include the California Preschool Competency Scale, the Harrison Scale, or any other comparable scale of early social development.

5. Motivation/Student Interest: The principal or principal's designee shall conduct an informal interview with the child and a more structured interview with the parent to determine if the child displays a thirst for knowledge and seeks new and challenging learning situations.

The parent shall present the information required by this Rule to the principal within the first 30 calendar days of the school's instructional year. All testing shall be administered after the April 16th that follows the child's fourth birthday. The principal shall decide whether to grant the parent's request for enrollment within three weeks after receiving this information. The principal may conditionally enroll the child for up to ninety days in order to observe whether the child is able to adjust to the school setting. If the principal determines that the child has not adjusted to the school setting, the principal shall deny the request for enrollment. However, before the child is exited from school, the principal shall invite the parent to assist in the development of intervention strategies for the child. If those strategies are not successful, the principal shall provide the parent at least 10 days' notice before exiting the child from school so the parent may arrange childcare, if needed.

Early admission to kindergarten shall not automatically result in the placement of the child in the program for academically gifted students. By the time the child has been enrolled for 90 calendar days, or at any earlier time that school officials determine that the child has adjusted satisfactorily and shall be allowed to remain in school, the gifted identification team shall review the child's information to determine if the child shall receive gifted services. If the team determines that the child shall receive gifted services, it shall develop either a differentiated education plan or an individual differentiated education plan for the child.

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

Early identification of AIG students to cultivate and develop the potential of all students is our goal. Early entry kindergarten is considered if the student meets the statutory requirements. Collaboration between the classroom teacher, family, and administration centers on the social and emotional well-being as well as the academic needs of the child. All students receive targeted instruction, including enrichment, based on their assessment data. Student-led opportunities are implemented such as student-led conferences, student projects and student tracking.

* **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.

The AIG Coordinator/Teacher will utilize talent development strategies to cultivate potential across the K-8 curriculum. The gifted specialist will work with K-8 teachers to facilitate differentiation strategies to meet the needs of gifted students. The AIG Teacher will work with students who are showing signs of giftedness to work on different programs. Depending on staffing, those students will work in conjunction with their gifted peers or in a separate setting with other nurtured students. Existing data such as, EOG scores, BOG scores, district assessments such as iReady and NWEA, and teacher observations are utilized to determine the students who will work with the gifted specialist throughout the building.

A survey will be administered to identified and nurtured students to solicit feedback on their services and supports from the school year. Semi-structured interviews may be administered to ensure that their voice of underrepresented students are heard.

Our AIG headcount will help with determining the progress of our underrepresented groups and the progress we are making in each category with our identified students. This data will be shared with the administration and/or leadership team to ensure that we are responding to the needs of all our students.

The AIG Coordinator/Teacher will partner with the ML Coordinator and EC Lead to discuss the needs of 2e and ML students and to ensure the programming offered is meeting the needs of those students. We will also discuss potential students and their strengths.

Additional advanced learning opportunities may include acceleration for a single subject, multiple subjects, or grade level acceleration into appropriate grade level(s).

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

Each quarter, families are notified of after school enrichment opportunities.

The LEA will work to provide more opportunities for extra-curricular programs and events.

All students will be encouraged to participate in after-school extra-curricular programs.

SCPA offers several athletic extra curriculars including Volleyball, Soccer, Track, Flag Football, Basketball Cheer, and Tiny Tigers. SCPA also plans to expand non-athletic club offering for the upcoming school year. Participation in extra-curricular offerings are designed to enhance students' skills in collaboration, leadership, adaptability, critical thinking, empathy, and personal responsibility.

*** Ideas for Strengthening the Standard**

Encouraging existing staff to pursue AIG add-on licensure to increase the highly qualified AIG staff presence.

Planned Sources of Evidence

*	- AIG Committee Meeting Notes
*	- Student AIG Plans
*	- Student Quarterly Reports

Documents

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

Steele Creek Preparatory Academy (61Y) 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.

Our LEA adapts the NC Standard Course of Study (SCOS) in Language Arts, Math, and other content areas as appropriate. Small groups and differentiated instruction are provided to all students. The AIG Coordinator meets with grade level teams to ensure that instructional practices and resources are shared to provide continued support for AIG students. In addition, the AIG Coordinator act as co-teachers and collaborators with the general education teachers to support instructional delivery, student individual goals, Personalized Learning Plans (PLPs), and grading/assessment.

K-5 Differentiation:

Students in grades K-2 will receive extension, enrichment, and acceleration activities using materials such as choice boards created by classroom teachers and/or the AIG Teacher. The North Carolina Standard Course of Study (NCSCOS) guides the development of these activities. Students will be grouped based on their ability when completing these tasks. Teachers may also use acceleration activities recommended by their curriculum (e.g., HMH Houghton Mifflin Harcourt) when appropriate. Technology programs such as IXL or iReady will be utilized in reading and math to personalize learning and allow for accelerated pacing based on each student’s performance.

6-8 Differentiation:

Students in grades 6-8 will have access to honors classes based on their EOG scores and identification areas. Teachers in honors classes will implement strategies shared during honors training. The extension components of the curriculum will be utilized when appropriate. Technology programs such as IXL or iReady are used in reading and math to personalize the students' learning and allow for accelerated pacing based on the student’s performance for most of our students. Acceleration/extension/enrichment will be provided when needed by the AIG Coordinator/Teacher by giving students opportunities to work on project-based learning or interdisciplinary units that are tied to the NCSCOS for math and/or reading throughout the school year.

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

Administration works collaboratively with the AIG Coordinator to ensure policies and practices are created to support each student.

Steele Creek Preparatory Academy will continue to identify gifted students in reading and/or math. Service options will match identification. For example, a student identified with a strength in reading as determined by the AIG committee’s review of student performance, as well as mClass, MAP or EOG results may have services focused on increasing their reading skills through differentiated instruction in the classroom, placement in the advanced ELA class, and/or small group push-in services for acceleration.

Within the regular classroom, differentiated instruction may occur through flexible grouping, tiered assignments, or curriculum compacting. We strive to continue to expand gifted offerings beyond core academics as school resources become available.

Services for gifted learners will be individualized to the student and integrated with the classroom curriculum when possible. Social/emotional needs will also be considered as appropriate.

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

In an effort to allow all students (including all subgroups) access to appropriate curriculum that meets their needs, students will be provided with knowledgeable staff that will help support student growth within the area(s) of identified giftedness.

Specific Resources:

- NCDPI Gifted Resources website
- IXL
- iReady Personalized Learning Pathways
- Lexia
- Beeable
- HMH Curriculum

Students in our AIG program have access to technology (examples include: IPADs, Smartboards) to assist with their projects and research.

Our LEA provides character instruction for all students through the AiA curriculum. Our Student Services Coordinator meets with our AIG team to determine if additional supports are needed for our AIG students to support emotional and social wellbeing

* **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.

Student leadership opportunities such as safety patrol, student council, and student tutoring are some of the programs in place to support 21st century leadership skills. In addition to using technology within the classroom to support research and student collaboration, students have access to technology during their electives, to increase their digital citizenship skills.

Students are often presented with a problem or a goal to work on collaboratively while allowing individuals to make adjustments according to their interests and goals. Students work together to foster leadership skills while being creative in their problem-solving.

A peer buddy program will be implemented in the 2025-2026 school year, which will foster durable skills featured in North Carolina's Portrait of a Graduate, as older students work as tutors for younger students within the school.

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

Our LEA implements formative and summative assessment practices to support appropriate differentiation within the classroom as well as appropriate placement within flexible groups.. We utilize our benchmark online program assessments, Read to Achieve Data, EOG and teacher assessments. Student mastery and practice assignments and projects inform our teachers' instructional practices. Specifically, Data from ongoing assessments will also be utilized to determine when students require access to extension activities within each module in the grade-level curriculum.

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

Yearly, the AIG team presents to the school information regarding the AIG program. The team discusses the identification, curriculum and progress monitoring of students. Co-teaching and collaboration are additional topics that are reviewed regarding the role of each member of the AIG team and the process for working with the general education teachers.

Topics of discussion may include but are not limited to: organizational practices for students, social-emotional guidance for asynchronous students, and risk-taking methods during enrichment opportunities.

Regular attendance at Professional Learning Community (PLC) meetings allows the AIG Coordinator/Teacher to advocate for enriching the curriculum tailored for gifted students. During these meetings, the AIG Coordinator/Teacher provides guidance on implementing differentiation strategies, ensuring that all teachers are equipped to meet the needs of advanced learners.

To ensure that differentiated curriculum and instruction are effectively implemented, the AIG Coordinator/Teacher will collaborate with teachers to monitor progress and adapt strategies as needed. Feedback from students and teachers will be gathered to assess the effectiveness of differentiation practices.

*** Ideas for Strengthening the Standard**

Over time, create a compilation of differentiated units, activities, centers, and question stems for different grade levels/content areas to access for added professional support with differentiation.

Create a professional library with staff access to books and other resources to help support the education of gifted learners.

Planned Sources of Evidence

*	- Grade level team/AIG teacher meeting notes	
*	- Student AIG Plans	
*	- School wide assessment data (NWEA, EOG &NC Check-Ins)	
*	- Student Quarterly Reports	

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

Steele Creek Preparatory Academy (61Y) 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.

Our LEA will assign an AIG coordinator to guide, plan, develop, implement, and monitor the local AIG program and plan. As our AIG program grows, we will strive to increase our capacity of highly qualified AIG teachers.

The AIG Coordinator's roles and responsibilities include:

1. Developing, monitoring, and evaluating the local AIG plan
2. Overseeing the screening, referral, and identification process for the LEA
3. Monitoring implementation of program services and AIG personnel
4. Providing professional development opportunities and resources to support staff
5. Developing partnerships within the community to support the AIG program
6. Maintain documentation of student identification process for the LEA
7. Providing leadership and advocacy for the needs of AIG learners
8. Participate in professional development opportunities and regional/state-wide meetings to support gifted programs

Facilitate periodic meetings with AIG staff to ensure the needs of gifted learners are being meet consistently throughout the LEA

* **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.

Our AIG Coordinator will also serve the role of AIG Teacher. The AIG Coordinator/Teacher's duties include but are not limited to:

- Assisting in the identification, assessment process, and placement of each scholar
- Coaching teachers in the best practices for AIG instruction
- Providing professional development addressing AIG practices

- Helping differentiates lessons and assignments
- Teaching students in small pull-out groups or pushing into classes
- Administrative responsibilities for the program

The roles and responsibilities of the AIG Coordinator/Teacher may indirectly or directly address the needs of advanced learners. Academic, intellectual, and social emotional supports provided by the AIG Coordinator/Teacher include:

· Compacting the curriculum, Subject Acceleration, and Grade Acceleration

· Working with PLCs to look at data when flexibly grouping students

· Directly providing services through a push-in or pull-out group focusing on reading and/or math

· Project/Problem-based learning

· Working with parents/guardians to gather information for DEPs

· Providing articles on our website about social and emotional needs of gifted learners

Working collaboratively with school personnel to address needs found by parents and teacher observations.

* **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.

Our AIG Coordinator and administrators are provided with professional development opportunities based on the AIG curriculum, instructional strategies, and resources to build instructional capacity. During PLCs and regularly scheduled professional development sessions, teachers and administrators have opportunities to discuss and improve the instructional practices and learning opportunities for our AIG students. The team will work together to identify best practices and resources for our students.

Classroom teachers, student services personnel, and school administration will receive professional development training in the following areas:

· Characteristics of a gifted child

· Characteristics of twice-exceptional children

· Characteristics of highly gifted children

· Characteristics of gifted ML children

· Social Emotional Learning Needs of gifted children

· Creating differentiated instruction for gifted children

* **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.

The AIG Coordinator will participate in ongoing training to remain up to date on current trends and research regarding the instruction of AIG students. It is highly encouraged that all teachers consider obtaining an AIG certification or are in the process of receiving their AIG Teacher Certification. General education teachers with clusters of AIG identified students will be given access to ongoing professional development using resources such as the Booster Shots available on the NCDPI website.

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

AIG Coordinator and Administration are invited to attend statewide and nationwide conferences catering to gifted education. These conferences allow for the building of networks and provide pipelines to professionals who are qualified to educate our gifted population.

In house conferences and curriculum nights provide a grass-roots style recruitment of local qualified talent.

The AIG Coordinator will provide teachers who are interested in the add-on licensure for gifted education the opportunity to take additional coursework using the AIG Booster Shots to help them prepare for the Praxis.

The AIG Coordinator will collaborate with the School Operations Administrator to field qualified candidates for open positions posted for the school.

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

In addition to the professional development opportunities listed in Practice 4C, additional professional development will be made available to staff to encourage continued education in identifying gifted traits in under-represented populations.

The AIG Coordinator, in collaboration with other school instructional leaders, will routinely analyze AIG sub-group data to determine disparities in representation, in order to inform the direction of professional development opportunities aligned with promoting equity and excellence.

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

The AIG Coordinators will align professional learning with our school-wide goals and initiatives. Ongoing data chats, small group instruction, and standard tracking are the goals that are embedded in our AIG program. NC state AIG professional development and resources are utilized to support our program goals.

Our student data; school wide strategic plans; and student, parent, teacher survey data informs the planning, implementation, and refinement of our LEA yearly professional learning activities, including activities for staff working with our AIG students. This includes our New Teacher Induction and Returning Teacher Orientation, Teacher Professional Development Days, and off campus professional development grant or school funded opportunities.

*** Ideas for Strengthening the Standard**

Increase the number of AIG certified in both K – 5^{th} and 6^{th} - 8^{th} grade

Have specific AIG staff who will support grades K – 2nd, 3rd - 5th, and 6th - 8th

Consistently implement cluster grouping and flexible grouping best practices

Create a consistent, yearly professional development that focuses on “AIG 101” type information that will act as a refresher for seasoned staff and initial information for new staff

Planned Sources of Evidence

*	- AIG Teacher(s) license	
*	- Notes or planning documents from professional developments	
*	- School Improvement Plan	

Documents

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

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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.

Steele Creek Preparatory Academy's AIG Coordinator will solicit input regarding parental expectations of SCPA's AIG program in an effort to determine stakeholders' wishes and gather new ideas for implementation. During an annual parent informational meeting, staff will distribute surveys to gauge the successfulness of the academic program and to assess the effectiveness of guidance services for AIG our population.

AIG personnel will be available during open house/ Meet the Teacher to help foster a sense of community and accountability between the school and families.

Parents/guardians are encouraged to join the AIG Committee.

SCPA also hosts Town Hall meetings three times a year to solicit feedback from parent/guardians and other relevant stakeholders on the current offerings and opportunities for improvement.

* **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.

As a charter school, Steele Creek Preparatory Academy depends on a combination of outside vendors and family and community volunteerism to meet the extra-curricular needs of AIG students. Parents provide transportation to academic and enrichment events, serve as chaperones, coaches, or facilitators for academic and sporting competitions. Community organizations may advise school clubs that comprise of many AIG students and support them in community service. In addition, our AIG Coordinator and selected instructional staff will attend Gifted Conferences within the region for the purposes of collaboration and enhancing best practices.

SCPA's partnerships currently in consideration include:

· Teacher preparation programs at Moreland University

· Local High School guidance counselors to ensure accelerated coursework will be accepted upon transfer

· 3rd party tutoring organizations that provide differentiated learning opportunities

· 3rd party counseling providers that can address SEL needs of specific scholars

· Online instructional platforms to provide accelerated coursework virtually for students when a qualified instructor isn't available or the cohort size would not warrant the creation of a full in-person offering

* **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.

Steele Creek Preparatory Academy's AIG Committee has initiated its work; however, AIG staff seek to add new stakeholders each year to broaden our agenda to gain greater community input. The Committee will recruit representation from minorities and underserved populations, which is are smaller segments of our AIG population. The framework for our AIG Committee has been established comprising of the AIG Coordinator, administrator, parents/guardians, and regular classroom teachers. The committee meets at least quarterly to determine the needs of AIG students, direction of the AIG program, and to review the identification of students. The AIG coordinator will continue to work toward developing a survey for parents, students, and regular classroom teachers to determine the effectiveness of the AIG program. AIG Committee member input shared via survey and through meeting discussion will be factored into future revision of this local AIG Plan.

* **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.

Steele Creek Preparatory Academy utilizes all avenues of communication at its disposal. For example, messages are sent out in the newsletters via an email which all stakeholders receive. AIG information is posted on the school's website and included in daily announcements as applicable. Parent Square allows for another avenue of school-wide announcements and can send messages targeted to AIG families. Our school partners with outside vendors to provide enrichment opportunities.

Steele Creek Preparatory Academy's Board-approved AIG plan will be submitted to the state for comment and amendments will be considered based on feedback received. The Board-approved plan and NCDPI-approved plan will be posted on the school's website in our endeavor to provide information regarding all aspects of implementation. In collaboration with support staff and administration, our AIG staff strives to have more informative meetings with parents regarding the expectations of each school stakeholder. These meetings are differentiated based on the grade span (3-5 and 6-8) to better address the age specific considerations such as transition from elementary to middle school. The AIG Committee will implement informational sessions - parents and students will be afforded a face-to-face approach to AIG orientation. In addition, the AIG Committee will develop a parent handbook for AIG students and families. Annual AIG information meetings will be held for families.

All governing documentation disseminated by SCPA is available in both Spanish and English. The school also utilizes translation service to ensure other communications are available in the native language needed for the parents/guardians of their student population.

*** Ideas for Strengthening the Standard**

Offer parent education nights that include information sessions on the needs and characteristics/profiles of gifted learners to the Steele Creek community as a whole.

*Leverage the relationship built up with higher education institutions over the years to encourage them to offer an AIG add-on licensure program.

Planned Sources of Evidence

*	- Student AIG Plans
*	- Parent Surveys
*	- School newsletter
*	- School website

Documents

Type	Document Template	Document/Link
AIG Standard 5 Additional Resources	N/A	

Steele Creek Preparatory Academy (61Y) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 6: Program Accountability

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

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

The AIG Coordinator for Steele Creek Preparatory Academy drafted and adjusted an AIG Plan for our school. The AIG Coordinator, along with our Administrators and MTSS Coordinator, will review/revise the plan annually and submit during the three-year renewal cycles. The team will gather feedback from all stakeholders through surveys and interviews to guide the process of plan revision and development. A self-assessment will be completed prior to each three-year renewal submission to further guide plan development.

The AIG plan will be reviewed a minimum of once every three years and submitted for board approval.

When evaluating the school's AIG program multiple sources of data will be reviewed. Some data points that will be considered include: growth rates for AIG, End-of Course performance, teacher evaluation statistics for Standard 4, and class grades for AIG students.

All of these data points reveal whether services result in effective services and whether delivery of instruction is aligned to effectively prepare students for positive results.

* **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.

In correlation with the district's continuous improvement efforts, the AIG Coordinator will monitor compliance to ensure fidelity of implementation. The AIG coordinator will complete all reports for NCDPI.

The district will develop a systematic plan for monitoring differentiated AIG services and for gathering data to share with teachers.

The AIG Coordinator will survey the staff regarding AIG strategies and delivery of the AIG curriculum which goes beyond the general content curriculum to engage students in inquiry, problem-solving, and authentic projects which demonstrative engagement with learning.

The goal of monitoring implementation is to recruit representation from under-served populations, recruit more teachers with AIG certification, and align AIG implementation with systemic continuous improvement.

* **Practice C**
Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the Local AIG Plan in accordance with state policy.

The district will keep track of expenditures and ensure funds are used for AIG plan implementation and AIG identifies students. Funds will be utilized for AIG professional development, student programs, projects, supplies and materials that align with NCSCOS and AIG plan.

* **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.

Grade-level teams and school leadership regularly meet to review and analyze data from ongoing formative and summative assessments, as well as state and district benchmark assessment data. Data trackers are disaggregated to note subgroup data. Through this analysis, the AIG Coordinator is able to facilitate analysis of achievement and growth data for gifted students.

In this endeavor, teachers and leadership will target AIG students who are at risk academically, socially, or emotionally by adjusting flexible grouping, providing appropriate differentiation for individual trends, and/or prioritizing professional development topics and audience based on data trends.

* **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.

With assistance from administration, the AIG Coordinator will monitor-the school's data, sharing trends and updates with administration and any relevant key stakeholders and makes intentional, strategic moves to address the identification and support of underrepresented students.

Reports can be created for specific sub-groups to monitor progress. The AIG Committee will define the best way to capture the performance of these groups through reporting codes.

As well, educating staff regarding students who are culturally/ethnically diverse, economically disadvantaged, Multilingual learners, highly gifted, and twice exceptional will ensure that these students are appropriately identified and effectively served.

We will solicit feedback through surveys and share their input with the AIG Committee to monitor program alignment.

* **Practice F**
Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the Local AIG Plan.

The school shall maintain licensure records and evidence of continuing education for all staff working with AIG students. These documents are available for review by relevant stakeholder groups, as appropriate.

Administrators seek out personnel who have AIG credentials in the hiring process. Additionally, the district encourages teachers to enroll in AIG certification programs and alerts staff of universities which offer online certification.

* **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.

The school shall send yearly surveys to AIG parents/guardians, AIG students, administrators, and classroom teachers of AIG identified students. Anecdotal data will also be collected through leadership, grade level PLC, and AIG Committee meetings. Those results will then be used to evaluate the effectiveness of the AIG Plan implementation and to make improvements for our AIG services.

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

Annually, school leadership will conduct a stakeholder meeting at which a review of school performance data, including a breakdown of AIG performance is shared. Included in the performance data will be survey results and academic performance. In addition, the team will review how this data has informed the school's strategic plan and any resulting modifications to the AIG program that have been proposed to the board.

* **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.

Safeguards regarding informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements included in the table below:

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

Process	Procedure
Informed consent for identification	* Parents/Guardians will be notified of the screening methods 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.
Transfer procedures	* 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 SCPA 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 SCPA. Identification will not be changed unless explicitly requested by the parents/guardians. SCPA will honor the interstate compact on educational opportunities for military children.
Reassessment procedures	* 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.

Procedures to resolve disagreement	* In the event of a disagreement of AIG identification and/or services between parents/guardians and the district, parents have access to a step-by-step Resolution of Disagreements procedure. When parents fail to agree with a decision of the Academically and/or Intellectually Gifted Committee regarding placement or services, the following procedures may be used for dispute resolution. These procedures are: **Step 1** – Parent/Guardian submits a written request for a conference with the AIG Committee within 5 school days of a decision. The AIG Committee will meet with the parent/guardian to discuss the data and District AIG Identification criteria within 5 school days of receiving the parent/guardian request. The AIG Coordinator or Administrator will communicate, in writing, the final outcome of a meeting with parents/guardians and Committee members within 5 school days of the meeting conclusion. If no resolution occurs at the school level, the parent may proceed to step 2. **Step 2** – Parent/Guardian may appeal in writing to the Regional AIG Coordinator within 5 school days of receiving the school's written response. The Regional AIG Coordinator will then conduct a meeting within 14 days of receiving the parent/guardian request. At the meeting, the Regional AIG Coordinator will review the findings of Step 1, AIG Policies and Procedures as defined in the local AIG Plan, and state-wide standards and initiatives with the parent/guardian. The Regional AIG Coordinator shall respond in writing to the parents concerning the outcome of the review within 5 school days of the meeting. The written response shall also be shared with the building level AIG Committee. When disputes are not settled at Step 2, parents/guardians may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. At any point in the hierarchy of procedures, the school system can recommend mediation with an impartial facilitator.

*** Ideas for Strengthening the Standard**

Consistently request feedback from stakeholders to help regularly inform and guide implementation of the LEA's AIG Plan.

Monitory under-represented populations consistently to look for ways to better serve the LEA's demographics

Identify and utilize additional identification tools that are sensitive to cultural bias.

Planned Sources of Evidence

*	- Written AIG Plan
*	- School wide test data
*	- Student/parent survey

Documents

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

Local Board of Education Approval

Steele Creek Preparatory Academy (61Y) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:
06/19/2025

AIG Related Documents

Steele Creek Preparatory Academy (61Y) 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	

Steele Creek Preparatory Academy (61Y) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Phrase	Definition