

Overview: Mission/Vision Statement and Funding

Steele Creek Preparatory Academy (61Y) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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Steele Creek Preparatory 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 Steele Creek Preparatory Academy local AIG plan is as follows:

* Mission and/or Vision Statement(s)

Steele Creek Preparatory Academy's Mission Statement: Students at 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.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

	State Funding	Local Funding	Grant Funding	Other Funding
* \$	26,658.48	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

Steele Creek Preparatory Academy (61Y) 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.

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.

A universal screener will be provided to all regular education kindergarten students. Students demonstrating gifted characteristics in the screener will participate in a portfolio process to determine identification.

Referral- Students may be nominated for AIG identification by teachers, other students, by their parent/guardian, or by themselves. Nominated scholars will be given the opportunity to participate in the portfolio process.

*** 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.

Achievement- Students in grades K-8 obtaining scores in the 95th to 99th percentile on a nationally normed aptitude and/or achievement test will be eligible for admittance into the AIG program for services. K-8 students are screened for achievement using a nationally normed test, such as mClass, NWEA's MAP or i-Ready. Students are also screened for achievement using the BOG, EOGs, or EOCs scores. Students in the 95th-99th percentile on the EOG or EOC qualify without further screening.

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 classroom grades demonstrating the student exceeds standards.

Aptitude- Students who demonstrate a potential need for AIG services that have do not meet the identification criteria set forth using achievement measures may be identified in the portfolio process and/or aptitude testing.



Potential- Students may enter AIG services using the portfolio process. After a nomination is received, parent/guardian permission to collect artifacts and data will be obtained. This process includes: gifted rating scales, samples of student work, grades, an interview by the AIG committee and/or observations. Parents/Guardians will be notified of the AIG portfolio review Committee's decision. Parents/Guardians of identified scholars will also receive a form to accept or decline AIG services. Parents/Guardians will be invited to attend an informational meeting or conference prior to signing forms to receive an explanation of services.

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.

Students new to the school who come from states other than North Carolina or South Carolina will be screened using the following:

- Scores on a nationally normed aptitude or achievement test in the 95th-99th percentile will be accepted.

Students scoring in the 85th-94.99th percentile on a nationally normed achievement or aptitude test will be invited to begin the portfolio process.

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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 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 performing well on standardized assessment measures due to additional factors.

*** 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.

*** Practice E**

Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/ families, 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, in preparation for State Mandated reading assessments

Parents/guardians will receive notification of universal screening in kindergarten 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 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.

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:

1. Comprehensive learner profile
2. Qualitative data/observations
3. Quantitative data—aptitude & achievement assessment scores
4. Permission to Evaluate
5. Initial AIG Plan
6. Yearly Progress Monitoring of the AIG Plan
7. Quarterly Reports

The LEA's AIG program coordinator and grade level teams will review all student documentation yearly and will maintain all active student records. A copy of student quarterly reports will be sent home to parents 4 times per academic year in addition to progress monitoring reports. Parents may request to meet with the AIG teacher of grade level team to discuss student progress, questions, and/or issues at any time during the year.

*** 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

Document Template

N/A

Document/Link

AIG Standard 1 Additional Resources

Standard 2: Comprehensive Programming within a Total School Community

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Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

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

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.

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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.

AIG teachers collaborate with the school counseling personnel quarterly.

Counselors are invited to Student AIG Plan meetings as needed.

Counseling personnel, classroom teachers, and special area teachers are provided with a list of AIG students to help monitor students' social-emotional needs.

*** 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:

- 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.

*** 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.

*** 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 –2nd), enrichment of current NCSCOS push-in class (3rd - 5th), or being enrolled in an “advanced” section of English Language Arts and/or Mathematics (6th - 8th). Due to the school's Charter School status and student enrollment based on a lottery system, the availability of a teacher-led compacted course (6th - 8th) 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).

*** 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.

All AIG students will have the opportunity to use pre-assessment to receive an increase in opportunities for learning growth.

Lists of students who are in the LEA's AIG program will be submitted to the appropriate staff coordinating free and reduced programming, Multilingual services, and special education services to evaluate the AIG program's equity.

Students who are traditionally under-represented and do not test well may be identified via the portfolio process which includes gifted rating scales to be completed by parent(s)/guardian(s) and/or teacher(s).

Highly gifted students who need additional advanced learning opportunities will have their learning portfolio analyzed to determine appropriate placement for advanced learning opportunities. This learning portfolio may include nationally normed achievement and/or aptitude test results, EOG scores, applicable grades, online programming performance, in-class observation, feedback from the student's teachers, family, and others. Advanced learning opportunities may include acceleration for a single subject, multiple subjects, or grade level acceleration into appropriate grade level(s).

*** Practice I**

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

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.

*** 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

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

Standard 3: Differentiated Curriculum and Instruction

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Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

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.

*** 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.

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 (e.g., robotics, egames, sports, STEM Club, etc.).

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 enhance student learning.

Students in our AIG program have access to technology (examples include: IPADs, Smartboards) to assist with their projects and research. Online resources such as iReady, Future City, Coding options, and A-Z will also be available.

*** Practice D**

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

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.

<p>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.</p>
<p>* Practice E Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.</p>
<p>Our LEA implements formative and summative assessment practices. 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.</p>
<p>* Practice F Addresses the social and emotional needs of AIG students through affective curricular and instructional practices.</p>
<p>Our LEA provides character instruction for all students through the AiA curriculum. Our Student Services Coordinator meets with our AIG Committee to determine if additional support is needed for our AIG students to support emotional and social wellbeing.</p>
<p>* 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.</p>
<p>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.</p>
<p>* 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.</p>
<p>Yearly, the AIG Committee presents to the school information regarding the AIG program. The Committee 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 Committee and the process for working with the general education teachers.</p>
<p>* 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.</p>
<p>The AIG Coordinator collaborates with the student's grade level team and family to set academic goals for the student.</p>
<p>An AIG Plan meeting is held annually with the parent/guardian, teacher, AIG Coordinator, and an LEA representative to create, review, or edit and approve the AIG Plan.</p>
<p>The plans are monitored throughout the year. The AIG Committee meets to discuss student progress as needed.</p>
<p>Parents receive a quarterly report to document progress towards student's goals.</p>
<p>* Ideas for Strengthening the Standard</p>

Standard 4: Personnel and Professional Development

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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. This is our first year developing an AIG program. As our AIG program grows, we will strive to increase our capacity of highly qualified AIG teachers.

*** Practice B**

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

Our AIG Coordinator will assist in the identification, assessment process, and placement of each student. They will collect and interpret data on each student's academic, intellectual, social, and emotional needs to determine the best placement and shares the data with the AIG Committee to determine placement. AIG meetings take place to review ongoing data and to determine if supports need to be put in place to assist each student's growth in the AIG program. Our AIG Coordinator and teachers will meet regularly during PLCs to discuss student data, instructional strategies or attend professional learning opportunities.

*** 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.

*** 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.

*** Practice E**

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

The LEA encourages AIG supporting personnel to obtain add-on licensure for AIG (K –12) in an effort to continue providing the highest level of support for both students and other staff. Steele Creek Preparatory Academy will continue to monitor, evaluate, and revise job descriptions and duties to ensure the most effective utilization of resources and provisions for services to students. 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.

The LEA's overall goal for the AIG program is to assist our gifted students in expanding their knowledge base while becoming life-long learners and productive citizens in a globally competitive world. To support this goal, local professional development (PD) initiatives will take into account the AIG perspective. The LEA will also connect the needs of gifted learners with school improvement planning and align PD activities accordingly with current best practices in gifted education. Staff will have access to any NCAAT offerings for differentiation as well as local professional development regarding basic differentiation, the gifted student mind, and any other requested topics.

*** 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 – 5th and 6th - 8th 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

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

N/A

Standard 5: Partnerships

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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.

*** 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

*** 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 monthly 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.

*** Practice D**

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

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

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

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. Power School 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.

*** 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

Document Template

N/A

Document/Link

AIG Standard 5 Additional Resources

Standard 6: Program Accountability

Steele Creek Preparatory Academy (61Y) 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.

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.

*** 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.

While this data is readily available, the AIG Committee will to act more intentionally in sharing specific AIG data with stakeholders, especially teachers who deliver differentiated instruction.

In this effort, we will disseminate reports to PLCs to discuss AIG sub-group performance on standardized testing, and student growth patterns.

In this endeavor, teachers and leadership will target AIG students who are at risk academically, socially, or emotionally and communicate with families in order to get students refocused on challenging and rigorous coursework.

*** 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 changing demographics with concentration on inclusion of all sub-groups, their performance patterns, and their unique needs.

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.

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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

*** 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 implementation and effectiveness of the local AIG program.

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**

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

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 I**

Shares all data from local AIG program evaluation 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 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.

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.

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Process	Procedure
Informed consent for identification	* <input type="text"/>
Informed consent for placement	* <input type="text"/>
Transfer procedures	* <input type="text"/>
Reassessment procedures	* <input type="text"/>
Procedures to resolve disagreement	* <input type="text"/>

*** Ideas for Strengthening the Standard**

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

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

Local Board of Education Approval

Steele Creek Preparatory Academy (61Y) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

09/22/2022 

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

Steele Creek Preparatory Academy (61Y) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Required Documents

Type	Document Template	Document/Link
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Local Board of Education Approval Signatures [Upload at least 1 document(s)]	Local Board of Education Approval Template	Board Chair Signature
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Optional Documents

Type	Document Template	Document/Link
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AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Glossary

Steele Creek Preparatory Academy (61Y) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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

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