

**American Renaissance School
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2019-2022**

Approved by local Board of Education on: 05-JUN-19
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American Renaissance School has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement 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 relate to the categories related to NC's AIG legislation, Article 9B (N. C. G. S. 115C-150.5). These best practices help to clarify the standard, describe what an LEA should have in place, and guide LEAs to improve their programs.

As LEAs continue to transform their AIG Programs and align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2019-2022. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2019-2022, American Renaissance School local AIG plan is as follows:

American Renaissance School Vision for local AIG program: It is the vision of American Renaissance School to meet the academic and social needs of each students , including those who are underserved and gifted. We strive to create thinkers, inventors, and compassionate learners with a desire to make a difference in their communities and the world. Our desire is to foster in students the desire to be intrinsically motivated in self reflection as well as education.

Sources of funding for local AIG program (as of 2019)

State Funding	Local Funding	Grant Funding	Other Funding
\$11000.00	\$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 screening and referral processes that lead to AIG identification at all grade levels.

District Response: Screening K-2

Observations of students who enter school performing at an advanced level will be gathered, along with samples of student work, which demonstrates high performance. At the end of the year, K-2 teachers will submit a list of names to the Academically and Intellectually Gifted School Based Committee. These observations and data will be the beginning of the establishment of a pool of students who may need differentiation. Each year, additional data will be collected for these students and the AIG Committee will review the data and decide appropriate differentiation and/or modifications. All** second grade students are given the opportunity to take CogAT in the spring. Those scores will be added to third grade data to determine eligibility. (**Parents are given the opportunity to opt their child out of CogAT testing.). Data will be collected from a variety of sources: performance, achievement, student interest, student motivation, teacher observation, and aptitude of available and appropriate assessments.

Screening 3-5

CogAT results will be added to the data that has been previously collected on students in the K-2 pool. Those students whose names are in the K-2 pool and who have 90% or higher on any area of CogAT, will be recommended to the AIG Committee for appropriate modifications. The committee will begin completing DEPs for qualified students. Throughout the students' school career, EOG scores will be gathered and added to other data for appropriate action. Students may require modifications at any time in his/her school years. Data from these broad areas will make up the screening profile: Aptitude, Achievement, Performance, Teacher recommendation (including student interest and motivation data, and Portfolio of work. A meeting for all qualified students is held each August to explain the program and sign DEP paperwork.

Screening 6-8

At the beginning of sixth grade, American Renaissance students who have no prior CogAT (or equivalent assessment), will be administered CogAT. Those students with 90% or higher will be added to the existing pool and additional data will be collected.

By screening at three times, we believe that all populations have equal opportunity for recognition of giftedness. A pool of students with above average ability begins in kindergarten and continue to grow each year. At any time, a teacher or parent may recommend a student for the identification pool. Once a student is recommended, data will be collected and entered on a Student Data form. This screening will be ongoing throughout the year and reviewed by the AIG Committee. Any decisions about further testing or data collection will be made at that time.

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.

District Response: In grades K-2, students who are performing well above grade level may be identified and placed as gifted. For these students, the teacher's observations/recommendations, student's performance and student's motivation/interests will be major factors which weigh most heavily with the AIG committee. If the committee determines that modifications are needed, the parent will be invited to meet with the committee for a conference during which the parent will be informed and asked for approval for further testing and/or for agreement to the modifications. If modifications are needed, a Individual Differentiated Education Plan (IDEP) will be completed during the meeting.

For identification purposes the child's teacher will bring to the AIG meeting a completed Observation/Recommendation form and evidence of the student's outstanding work or anecdotal evidence. The people attending the meeting, should be the child's teacher, the AIG Coordinator, and another teacher of the same grade level and if possible, a teacher of the next grade level.

In grades 3-8, the AIG committee will weigh teacher recommendation, student performance, student achievement, student aptitude, and student interest/motivation. Students whose scores fall in the 90th percentile or higher on standardized tests and demonstrate high abilities in reading and or math will be identified in those areas. Parents will be invited to meet with the AIG committee to consider modifications, give permission for further testing or modifications, make recommendations and receive Due Process information. A Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP) will be completed during this meeting.

At the beginning of third grade and sixth grade, a more complete picture of a student's special abilities will begin to emerge. More standardized data will become available and will allow comparison of the student with others of his or her age group. Since we are a K-8 Charter school, we have begun the screening process at an early stage. Trained staff begin documenting students who demonstrate high cognitive abilities in the K-2 years. These students are provided with enrichment activities such as accelerated reading and mathematical programs and/or accelerated class placement to facilitate cognitive needs. Portfolios of student work samples as well as teacher recommendations based on classroom observations are also considered in addressing individual student academic and social needs.

During Spring of 2nd grade and at the beginning of 6th grade, we screen students' cognitive abilities using the CogAT. These scores provide a mass screening process that the AIG team uses to further address academic needs of the student population. Once the test is taken and scores are documented, the AIG team begins to document students based on a series of data with the following: CogAT scores, EOG scores, grades, teacher recommendations, and student Portfolio. CogAT is a requirement. Then students are placed in one of four categories of the Gifted Program.

These four categories include Level I, student transfer from another system who does not meet the other three level plans. He/she will still receive services under in-class flexible grouping or regular classroom enrichment; Level II, EOG scores in Math 90% or higher, EOG scores in Reading 90% or higher, CogAT Non-Verbal score in 90% or higher, CogAT Verbal score of 90% percentile or higher, Annual Grade Average of 90% or higher in Math, and Annual Grade Average of 90% or higher in Language Arts, Portfolio work will also be taken into account for this area, and qualifying student will

receive services in small cluster grouping, flexible subject grouping, and possible cross grade flexible grouping; Level III, this student may only qualify as Level III in only one area: Math or Reading based on following criteria, EOG scores in Math 99% or higher, or EOG scores in Reading 99% or higher, CogAT Non-Verbal score in 99% or higher, or CogAT Verbal score of 99% percentile or higher, Annual Grade Average of 97% or higher in Math, and Annual Grade Average of 97% or higher in Language Arts, Principal's observation and recommendation as well as Portfolio work will also be taken into account for this area, and qualifying student will receive services in subject advancement and/or dual enrollment of qualifying subject area; And Level IV, this student qualifies as level IV in both areas: Math and Reading based on following criteria, EOG scores in Math 99% or higher, and EOG scores in Reading 99% or higher, CogAT Non-Verbal score in 99% or higher, and CogAT Verbal score of 99% percentile or higher, Annual Grade Average of 99% or higher in Math, and Annual Grade Average of 97% or higher in Language Arts, Principal's observation and recommendation, appropriate social development as assessed by teacher, parent, and psychologist observation, as well as Portfolio work will also be taken into account for this area, and qualifying student will receive services in grade advancement and/or Individual Education Plan which may result in community college or on line class instruction.

*Our school uses the CogAT and EOG scores for Aptitude and Achievement screening; however, should a transfer student enter our school with Aptitude or Achievement scores from a different but reputable source, scores for placement will be considered before the AIG committee.

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.

District Response: Currently students are screened via EOG test scores, teacher recommendation, portfolio of work samples, CogAT scores consisting of Verbal, Quantitative, Nonverbal, and Composite scores, as well as through MAP (Measures of Academic Performance). Continue to administer the CogAT to our 6th graders but also implement testing at the end of second grade. Encourage and train staff to screen AIG students and document justification through work samples. In addition, a potential student may be interviewed by the AIG Committee. At that time, a student will be able to express/demonstrate any strengths to the committee.

Practice D

Implements screening, referral, and identification processes consistently within the LEA.

District Response: Because we use multiple criteria for identification as well as identify in non-traditional categories, many students are enhanced through our gifted programs. Students also are able to take advanced art, music, and language programs and are invited to attend technology camps and programs if evidence of ability is indicated.

Practice E

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

District Response: ARS establishes students' and parents' rights for AIG services within the State and National guidelines. Safeguards are in place to ensure all students and parents have protected confidentiality and rights concerning student identification and placement. Before any student is screened, tested, or placed, whether current student or transfer, in the AIG program at ARS, parents are notified via letter, email and/or personal phone call. All parents are provided a one on one conference with AIG coordinator once placement data is collected to discuss scores, placement, goals and plan. Should a parent disagree with any aspect of the AIG process or have questions or concerns about transfer and/or school committee placement, they have the right to contest their concerns using the following protocol: meeting with AIG coordinator/AIG committee to discuss issues/concerns, meeting with principal, meeting with school board, and should need exist, seek counsel from State Board of Education.

A written AIG plan as well as screening procedure, identification qualification forms, placement forms, permission to test forms, parent student rights handout, and student transfer procedure are kept on record with the LEA.

Faculty and staff receive professional development in the fall on the AIG process and their expected role. AIG Coordinator will explain the process in this professional development. AIG Coordinator will meet with each grade level PLC in the Fall and explain the grade level role more specifically.

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.

District Response: Student records of identification and DEPs are maintained by the AIG Coordinator. Paperwork is completed and reviewed annually at a parent meeting in August. Parents receive information as well as a Parents Rights Handbook.

Ideas for Strengthen the Standard: -monitor assessment percentages to see if adjustments are needed

-improve the portfolio standard and grading rubric

-add AIG page to school website

Sources of Evidence: -screening data

-NC Check In data

-referral documentation

Standard 2: Comprehensive Programming within a Total School Community

The LEA provides an array of K-12 programs and services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners.

Practice A

Delivers an AIG program with comprehensive services that address the needs of gifted learners across all grade levels and learning environments. These services are aligned to a student's AIG identification.

District Response: Identified AIG students at ARS receive a variety of services to fulfill all AIG needs. Students in grades 3-8 are offered opportunities for advanced classes, such as Algebra, Literature, Art, Music and Spanish. Students are ability grouped to further assist academic, emotional and social needs. Community organizations as well as projects allow for students to further both their gifts. An on campus counselor offers AIG students interest surveys, summer programs and emotional support.

Practice B

Integrates and connects AIG services with the total instructional program and resources of the LEA in policy and practice.

District Response: Since we identify in Quantitative, Verbal and Non Verbal areas of giftedness, we tend to offer more services for our AIG students. We allow them some flexibility in their individual class options and also have them assist in creating and documenting portfolio. This creates a more intrinsic learner and provides each identified student vested voice in his or her gifted education. Students must qualify in 3 of the following areas: CogAT, Grades, EOG, Portfolio, and MAP. Students are identified in Reading, Math or both. Programming options may include flexible grouping, independent study, subject area advancement, or grade advancement

Practice C

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

District Response: More training is needed for staff in areas such as PBL and tiered instruction so that AIG students are encouraged to think critically and produce creatively in all classes, especially Social Studies and Science. The elementary school also needs more time to plan and teach through these venues so as to enhance early stages of creativity. Monthly PLCs are held with AIG Coordinator to give a framework of topics being taught. AIG teacher will incorporate these topics and extend them in AIG classes.

Practice D

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.

District Response: ARS communicates efficiently and effectively throughout the school year via staff meetings, newsletters, emails, and training to further enhance the AIG program and services. Weekly PLCs are the venue for discussion of data, and from there decisions about services are made

Practice E

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

District Response: AIG Coordinator attends monthly grade level PLCs to answer any questions about students, differentiation of curriculum, or the AIG identification process. Our School consists of two buildings: K-5 and 6-8. AIG Coordinator is utilized in both buildings. Subject area Vertical PLCs are conducted quarterly. During these meetings, staff discuss best practices for that subject area. This allows teachers to understand how curriculum is presented at different grade levels.

Practice F

Addresses the social and emotional needs of AIG students through collaboration among school counseling personnel, regular education teachers, AIG specialists, and others.

District Response: Teachers at both schools meet monthly for various training sessions concerning vast arrays of educational concerns. These meeting include all staff, allowing interaction with EC/AIG and regular education teachers. Often these sessions are discussion focused and allow time to share ideas that work and address areas that seem to need more focus. Throughout the year, parents and teachers at both schools meet to discuss educational practices, goals, and needs. This allows parent involvement in the implementation of any educational practices. Workshops are also offered throughout the year and conducted by professional specialists to further train staff to meet the needs of all students. Staff is also provided summer reading and personal development plans to further educate staff on fully and effectively serving the diverse school population. This is our first year with a full-time counselor. AIG teacher meets with her once a month to discuss any possible needs of AIG students.

Practice G

Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration.

District Response: ARS has a plan in place for acceleration of students when needed. The staff is trained on how to compact curriculum, create individual learning contracts, and differentiation for individual students. Continuous professional development is provided to make sure that all staff can meet the needs of gifted learners. AIG Coordinator is available for assistance in these areas.

Practice H

Implements intentional strategies to broaden access to advanced learning opportunities for under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional. These strategies may include talent development efforts.

District Response: All students are offered screening at the end of 2nd grade and the summer before 6th grade. Our school also acknowledges that giftedness can surface in more than just math and language so staff is trained to look at all areas of cognition. We currently have twice-exceptional students who are served in both EC and AIG classes. We have limited English students, thriving in advanced and accelerated math classes. We also have services in place to allow low income students opportunities normally limited due to funding.

Practice I

Encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.

District Response: Our elementary school offers numerous programs such as Accelerated Math and Reading, Odyssey of the Mind, Chorus, Drama, and Art camps to enhance the gifted brain. Our middle school offers, Junior Great Books, Odyssey of the Mind, Spanish Club, Beta Club, HOPE (Helping Other People Excel), Student Council, and advanced Art classes after school for the gifted learner. Many of these clubs were started by AIG students. Many staff offer summer camps that cater to the interests/needs of gifted learners, such as: Novel Camp, Cooking With Characters, Backpacking, Camp Explore, and Math Boot Camp.

Ideas for Strengthen the Standard: -explore the use of William & Mary language Arts program
-train/hire certified AIG personnel
-provide more K-2 resources to serve primary students
-maintain dedicated services for K-2

Sources of Evidence: -professional development in teaching the gifted child
-AIG PLCs

Standard 3: Differentiated Curriculum and Instruction

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

District Response: Students at our school are ability grouped in the vast areas of curriculum offered. Advanced classes are offered mainly in the middle school setting; however opportunities for advanced and challenging instruction in the regular classroom setting through the use of flexible in class grouping, curriculum compacting, or independent learning contracts. The following are service options which may be available for students throughout the student's career. The AIG School Based Committee, the parents, and, if appropriate, the student will select service options based on student's abilities and interests. Based on multi criteria gathered on students from identification pool, the AIG School Based Committee will match a student's strengths with appropriate service options. For example, a student who has high ability, excellent performance in math, high achievement in math and interest and motivation in math, would be offered options which provides for continuous progress in math, acceleration in math or a special math course. Students who are reading beyond grade level will have supplemental reading lists, Junior Great Books, advanced literature studies, or other advanced reading choices. The AIG teacher and regular education teacher may design special units that address the student's special abilities to offer challenge, creativity, complexity and abstraction. Identified elementary students will be served through Renaissance Time, which allows for time with academic peers.

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.

District Response: The service options may differ slightly from elementary school to middle. For example, more enhancement classes may be offered throughout the day in a pull out setting in the elementary and as an after school or choice option class in the middle. Both schools offer Odyssey of the Mind, Foreign Language, Socratic Inquiry, Junior Great Books, Visual and Performing Arts classes during and after school. Our two schools do offer differentiated instruction in all classes, with Math and Language Arts ability grouped in the middle school. We believe that AIG students benefit from time spent each week with academic peers. Middle school students may be offered the opportunity to take Algebra and Advanced Language Arts (with demonstrated mastery of grade level material).

Practice C

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

District Response: Current programs are chosen based on providing options for advanced learners (i.e. enrichment, critical thinking skills, problem solving, individual learning paths). Currently we are using some William and Mary Language Arts units with identified/advanced middle schoolers. Many lessons are pulled from Kahn Academy for advanced students.

Practice D

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

District Response: Teachers at ARS have been trained on technology through Apple workshops. We have 1:1 Chromebooks in grades 6-8, 1:1 iPads in grades 4-5, and at least 10 iPads per classroom for K-3 classrooms. Students will be using these computers to research, create, plan, invent, problem solve and ultimately learn through technology. Skills needed to compete in this current world will be enhanced, and even interaction with other schools from around the world, possible. Staff has been receiving training and more is scheduled to enhance all possibilities.. Teachers have been trained on how to promote critical thinking skills, higher level questioning, and offer vast opportunities for individual success in the classroom for all students, including the gifted. All students are taught citizenship and leadership skills through our core values: Academic Excellence, Integrity, Responsibility, Safety, and Support.

Practice E

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

District Response: Currently we use NC Check Ins for quarterly benchmark assessments. Benchmarks, prior EOG scores along with formative classroom assessments are used to collect data. The data is used in PLCs to group students in each grade level for our Renaissance Time (enrichment/reteaching). By using NC Check Ins, teachers are able to pinpoint strengths/weaknesses by class and down to the individual student.

Practice F

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

District Response: Students are given open-ended, project based, problem based, cumulative, formative and interactive assessments to demonstrate application of information as well as innovation of ideas. Collaborative and independent assessments are also offered to students to better prepare for the 21st century work force. Speeches, presentations, multifaceted projects, hands on learning

events in all classes allow students all possibilities to demonstrate creativity in multiple areas as well as knowledge of information. Time with academic peers is strongly encouraged within the classroom. ARS will promote volunteerism to help students understand how they can make a difference in the community. This will promote social interactions and promote leadership. Teachers will look for any fear of failure which can cripple the ability to do work.

Practice G

Cultivates and develops the potential of young (K-3) students through purposeful and intentional differentiated curriculum and instruction.

District Response: Teachers of grades K-3 are aware of characteristics to look for in potential gifted students. They record this information which moves with the child through these grade levels. Students in this pool can be referred to the AIG Coordinator who can follow up with further assessment. Teachers create flexible groups according to the content of instruction. Teachers provide differentiation within the classroom setting.

Practice H

Develops and implements differentiated curriculum and instruction through collaboration among regular education teachers, AIG personnel, and other related instructional staff.

District Response: AIG Coordinator meets with PLCs on a monthly basis and individually as needed. The AIG Coordinator visits classrooms monthly and provides feedback on classroom differentiation. This is not one of the required observations, rather a time for AIG Coordinator to see and become involved in the differentiation. The AIG Committee also meets monthly. This committee consists of AIG Coordinator, administration, regular and special education teachers, community members, and parents.

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/families to ensure effective programming, provide a continuum of services, and support school transitions.

District Response: Parents will be invited to meet with the AIG Coordinator or school based committee, to consider modifications, give permission for further testing or modifications, make recommendations and receive Due Process information. A Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP) will be completed during this meeting. These DEPs will be reviewed annually in the Spring. Upon review of the DEP, changes, if any, will be made at that time.

7/16/2019

Ideas for Strengthen the Standard: -explore the use of William & Mary language Arts program
-train/hire certified AIG personnel
-provide more K-2 resources to serve primary students
-maintain dedicated services for K-2

Sources of Evidence: professional development in teaching the gifted child in the regular classroom

Standard 4: Personnel and Professional Development

The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the needs of gifted learners that is on-going 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.

District Response: The staff at American Renaissance Charter is trained to meet the needs of the gifted population. Despite the small number of staff, AIG certified and numerous others with certification in EC and local endorsement are able to provide differentiated instruction and can help staff with any individual situations. Many staff have Masters in Education where courses in differentiation were emphasized. Each year all staff are provided opportunities to learn the latest and most innovative concepts for educating diverse learners.

Practice B

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

District Response: AIG certified teaching staff use a variety of methods and materials when engaging our gifted students. Problem based learning is used to stretch thinking skills and deal with real life problems and issues. We also use William and Mary gifted units to enhance the curriculum.

Practice C

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, special education teachers, counselors, and school administrators.

District Response: Workshops for differentiation are currently scheduled for the 2019-2020 school year. AIG personnel will hold some in house training on other methods for meeting the needs of AIG population. We currently have four designated for Professional Development (two half days and two full days). Four PD workshops are scheduled-one for each designated day. The workshops consist of Beginning Differentiation, Curriculum Compacting, Differentiation for Admin (What to look for), and "I'm Through, Now What?"

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.

District Response: AIG students are placed in classrooms, for at least a portion of the day, with AIG licensed teachers or teachers who have met our local requirements. This is a new process for our elementary school. Middle school students are served in Math and ELA.

Practice E

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

District Response: AIG Coordinator and Curriculum Specialist work together to provide professional development for staff. Professional development includes differentiation training, problem based learning, and curriculum compaction. Future plans include professional development on identifying social and emotional needs of gifted learners and continued training on differentiation.

Practice F

Provides opportunities for AIG specialists and other teachers to plan, implement, and refine applications of their professional development learning.

District Response: AIG certified staff have provided staff development on "Teaching All Kinds of Minds", Gardner's Multiple Intelligences, Social and Emotional Needs of the Gifted Learner, Socratic Inquiry and will continue to provide these opportunities as needed. Four days during the school year are half days and staff spends the second half of the day in professional development. Opportunities are provided to plan, implement, and refine applications of their professional development learning.

Ideas for Strengthen the Standard: -train/hire at least three more AIG certified staff or have three current staff members attain licensure
-ideally have at least one AIG endorsed teacher per grade level

Sources of Evidence: -professional development on teaching the gifted child
-PLCs

Standard 5: Partnerships

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

Practice A

Develops partnerships with parents/families that are intentional and meaningful to support the following needs of AIG students:

- * academic and intellectual
- * social and emotional

District Response: The AIG team meets annually with all AIG parents to discuss the DEP and any new data collected. This allows parents to ask questions, make suggestions, and look at any work samples from previous year. This information is then shared with staff so implementation of new and reoccurring goals can be addressed. Each class has chosen a community partner. These range from law enforcement to media to a local quilt shop.

Practice B

Shares with stakeholders, including all students' parents/families, information regarding the local AIG program, the local AIG plan, and other policies relating to gifted education.

District Response: ARS informs all parties of goals and needs for AIG learner. The staff want all involved to work simultaneously for the best possible choices for the identified student. These meetings allow ample time to discuss strengths, weaknesses, goals, interests and concerns.

Practice C

Establishes and utilizes an advisory group to develop, implement, and monitor 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 and families, AIG teachers, and other instructional and support staff.

District Response: ARS has an AIG committee that meets monthly. This committee consists administration, teachers, parents and community members. The purpose of this group is to ensure consistency and fidelity to our plan. This group is responsible for monitoring implementation and conducting a yearly review of the process. This group also monitors to make sure that the underserved population is not overlooked.

Practice D

Informs parents/families and the community of opportunities available to AIG students on an ongoing

basis and in their native language.

District Response: ARS provides students with information on outside opportunities including Duke TIP information, community events and opportunities, and many staff members hold summer camps for various interests. Student information is available in both English and Spanish to accommodate all ARS students. Should a need arise for other languages, information will be made available.

Practice E

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

District Response: ARS has reached out to Mitchell Community College locally in hopes of bringing our AIG students to the campus for various opportunities. Each year, each grade level at the middle school visits a college or university. This provides the students with information and gives the experience of visiting a campus. Students have visited: NC State, UNC Chapel Hill, UNC-Asheville, Appalachian State, as well as Catawba College. Classes have chosen community partners to give the opportunity for students to be involved in our local community.

Ideas for Strengthen the Standard: -Continue to search out opportunities with institutions of higher education

-Explore virtual classes

-involve stakeholders in delivery of opportunities

Sources of Evidence: -community partners

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 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.

District Response: ARS AIG plan submitted and approved by the board on June 5, 2019. This plan was developed throughout the 2018-2019 school year. Input from a variety of staff, parents and community members was used in the plan writing process.

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.

District Response: The AIG committee monitors the implementation of our program and plan based on the academic standards provided by the state and the statutes provided in Article 9B. The program is reviewed at the end of each school year. Our program is monitored by classroom visits from administration and AIG Coordinator, paperwork is monitored by the AIG committee, and the program is reviewed by stakeholders at the end of the year.

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.

District Response: AIG money is monitored by our budget supervisor who sees that the money is allotted for AIG program services. These funds purchase testing materials as well as pay for testing scores, books, materials and computer programs to further develop the gifted mind.

Practice D

Maintains, analyzes, and shares student achievement, student growth, and annual drop-out data for AIG students.

District Response: Throughout the school year the ARS staff examine quarterly benchmark data. Individual student EOG/CogAT and class scores are examined at the conclusion of the year. Reviews of quarterly data is discussed in PLCs and any adjustments to groupings are made.

Discussions/planning in PLCs so that all teachers have a clear understanding of what is needed for the gifted child in the regular classroom.

Practice E

Monitors the representation, performance, and retention of under-represented populations in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

District Response: As our population continues to change and diversify, more documentation of successes and weaknesses will be needed, but currently we are a very small charter so these populations are minimal, if non-existent in our current school system. Those populations that do exist in our current school system are annually recorded and evaluated for further program development.

Practice F

Maintains current data regarding the credentials of personnel serving AIG students.

District Response: Our staff has certified AIG personnel (some with local endorsement) with either Master's degree or certification in the area of Gifted Education. Credentials are maintained by the Curriculum Director, who is in charge of licensure. They are the primary instructors of our gifted population; however, our students are also mainstreamed and therefore their regular education teachers receive numerous in house workshops throughout the year for further development of the AIG program.

Practice G

Elicits regular feedback from students, parents/families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.

District Response: ARS is in the process of developing an online survey for the identified AIG population, their families, the teachers, and all other stakeholders to provide yearly feedback to further enhance the AIG program. Currently, feedback is given by parents at the student's annual review.

Practice H

Utilizes multiple sources of data to review and revise the local AIG program and plan during comprehensive program evaluation.

District Response: Each year the AIG committee and school administration meet to discuss the AIG plan. Data collected throughout the year is reviewed and areas of improvement addressed. Data used: MAP scores, EOG scores and growth, along with teacher input on the areas of the program.

Practice I

Disseminates all data from evaluation of the local AIG program to the public.

District Response: Yearly annual reviews are conducted with students, parents, and AIG Coordinator. In these meetings, student will lead the discussion about his/her growth, point out any weaknesses, and discuss any goals that need to be revised.

Practice J

Safeguards the rights of all AIG students and their parents and families 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.

District Response: ARS currently strives to protect the rights of all students, and the AIG student is no exception. Parents Rights handbooks are provided and upon initial identification, AIG Coordinator will go through this handbook with parents and answer any questions. The process for grievances begins with contact classroom teacher or AIG Coordinator. The next step would be to go to the AIG Committee to come to a solution. If a solution is not attained by that committee, the parents may then go to the Head of School, who will make a final decision.

Ideas for Strengthen the Standard: -develop online survey to elicit feedback from stakeholders
-add AIG page to school website

Sources of Evidence: send survey
school website

Glossary (optional):

Appendix (optional):

AIG DEP1.pages (*Appendix - Standard 1*)

AIG DEP2 Service Plan .pages (*Appendix - Standard 1*)