

**Kannapolis Charter Academy  
Local Academically or Intellectually Gifted (AIG) Plan  
Effective 2019-2022**

**Approved by local Board of Education on:** 24-JUL-19  
**LEA Superintendent's Name:**  
**LEA AIG Contact Name:** Sheila Splann  
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Kannapolis Charter Academy 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, Kannapolis Charter Academy local AIG plan is as follows:***

**Kannapolis Charter Academy Vision for local AIG program:** Our Concord Lake STEAM Academy vision is to educate the whole child by empowering scholars to reach their full potential through problem-based learning, reading and math. Our Concord Lake STEAM Academy mission is to provide scholars with a well-rounded education through rigorous, innovative, and inquiry-based instruction so that scholars think critically at higher levels, develop a strong work ethic, and are college, career and community ready.

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

<b>State Funding</b>	<b>Local Funding</b>	<b>Grant Funding</b>	<b>Other Funding</b>
<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

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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:** Develops screening and referral processes that lead to AIG identification at all grade levels.

District response:

Scholars in kindergarten, first and third grade who are reading two grade levels above according to TRC and who have mastered the North Carolina End of Year Summative will be seen as good candidates to be tested using an aptitude test. They will test in the spring. We will be using a universal screening for all second grade scholars in the spring. EOG data will be reviewed at the beginning of each year in grades 4-8 to look at students who could use enrichment services in reading and math.

### **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:** Students will be given multiple opportunities in kindergarten through 8th grade for identification using qualitative and quantitative data. We will use qualitative data such as the AIG coordinator/specialist observations and teacher observations when determining if a child may need enrichment activities in and/or out of the classroom. CogAT, Iowa (used with K-3 scholars), and EOG data are the examples of quantitative data we will use.

Aptitude

\* Composite score of 96% or above is 12 points, 92%-95% is 6 points, 87% -91% is 3 points, 86% or below is 0 points

\*Verbal score of 96% or above is 4 points, 92%-95% is 3 points, 87%-91% is 2 points, 86% or below is 0 points

\*Quantitative or QN score of 96% or above is 4 points, 92%-95% is 3 points, 87%-91% is 2 points, 86% or below is 0 points

Achievement

\*Reading score of 96% or above is 4 points, 92%-95% is 3 points, 87%-91% is 2 points, 86% or below is 0 points

\*Math score of 96% or above is 4 points, 92%-95% is 3 points, 87% - 91% is 2 points, 86% or below

is 0 points

K-8 Scholars will be identified as:

AIG (Academically Intellectually Gifted) Identification

\*Has an accumulation of 12 points in reading and math using an aptitude test such as the CogAT and/or an achievement test like the Iowa or the North Carolina End of Grade (EOG)

AG (Academically Gifted) Identification

\*Has an accumulation of 8 points in reading and math using an achievement test such as the Iowa or EOG

AR (Academically Gifted in Reading Only) Identification

\*Has an accumulation of 4 points in the verbal portion of the aptitude test, the reading achievement test or a combination of both.

AM (Academically Gifted in Math Only) Identification

Has an accumulation of 4 points in math either through using the quantitative portion of the aptitude test, math achievement test or a combination of both.

IG (Intellectually Gifted) Identification

After all achievement and informal opportunities have been exhausted, students who score 92-95% composite on a nationally-normed aptitude test will identify as Intellectually Gifted (IG).

### **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:** By using a universal screening in second grade we are hoping to catch some of the underrepresented population. We have already identified within our first year students who were not identified by their teacher showing that they have great potential. We will continue to have a universal screening process to continue to make sure all scholars have a chance to show their potential. Students who score in the 76-86 percentile range on the composite aptitude test such as the CogAT will be monitored.

The AIG coordinator/specialist will work with the regular education teachers to ensure that they are challenging the students in the kindergarten to eighth grade classrooms based on best practices and the vision of the school during their PLCs (professional learning community).

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

### **Practice D**

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

**District Response:** All second grade scholars will be screened using a nationally normed aptitude test like the CogAT in the spring. Scholars in grades kindergarten and first will be screened if they are working 2 grade levels above in reading according to Fountas and Pinnell. Students who are referred or meet the criteria in grades 3-8 will be screened using a nationally normed aptitude test in the fall. A flowchart will be made available for the staff, so they understand when testing will be. A testing calendar will be created for each academic year. The administration team will meet with the AIG specialist to ensure students who are referred and meet the criteria are tested.

AIG specialist will attend leadership meetings with the principal to share identification information.

Professional development will be provided to all staff members on the screening process, referral and identification procedures at the beginning on the school year. The plan for Concord Lake STEAM Academy will be monitored by the principal and the AIG committee.

The AIG specialist will put all testing materials, such as the nationally normed aptitude test with the rubric for identification for Concord Lake STEAM Academy in the student's cumulative folder. Students will also have their identification marked in power school. Students who are referred and not identified, as well as, the second graders who are universally tested will have any testing materials placed in their cumulative files.

### **Practice E**

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

**District Response:** As a school we will have all screening shared on the news that goes to parents electronically, as well as, letters that go home in the student's folder. Parent meetings for second grade scholars and other stakeholders that are interested will be held to explain the process to the parents and families of the scholars that will be taking the nationally normed aptitude test. Information about the screenings and the process will be on the school's website. A letter will go home with parents to let them know that their child will be taking part in the nationally normed aptitude test and the nationally normed achievement test if it is administered. An AIG handbook will be given to staff members, so that they are aware of the process at our school and can inform our parents if they have any questions. The AIG screening process will be part of the school's newsletter in the beginning of the year to ensure that all stakeholders know the process. A parent training will be provided for parents at the beginning of the year to help them understand the screening, referral, and identification process. Another meeting will be conducted mid-year focused on second grade families.

### **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:** All nationally normed aptitude and achievement tests will be in the student's cumulative folder along with the rubric that explains the identification. The rubric for determining their status will be placed in the folder along with it. Parents and families will be provided copies of all documentation and will be notified with the documentation of their scholar's results. All identified scholars will have their identification put into power school, so that it is on file for the scholar as they move from grade to grade. This will also help with making sure they receive services when they move from 8th grade to high school or if they change schools.

**Ideas for Strengthen the Standard:** Creating an observational tools, behavior checklists and portfolios to build a body of evidence.

Provide professional development to expand understanding of giftedness and address any misconceptions about various sub-groups.

Incorporate an additional opportunities for students to show their strengths, demonstrating a need for service by performing above grade level peers within the context of the students' learning environment.

Review available district and statewide assessment data to ensure equitable access to AIG identification and programming.

Have a results meeting with all of the kindergarten, first, third, fourth, fifth, sixth, seventh, eighth scholars once all testing is finished. The students in second grade would have a meeting with AIG specialist and with parents if and when they take the Iowa test to discuss the results.

We will develop a process for internal auditing of AIG school records to ensure screening, auditing, referral, and identification processes are implemented consistently.

A brochure will be created to hand out to parents when they enroll in school as a quick reference guide in English and Spanish. Quotes from current AIG students about the impact of AIG services will be in the brochure. A brochure will be given to all stakeholders when they enroll at Concord Lake STEAM Academy (CLSA).

The school will hold open interest meetings from school levels K-8 and will work with an interpreter during ELL Parent Meetings.

Provide a brochure to go home with families before testing to ensure they understand the process. Conduct ongoing parent and community training focused on providing training and development to understand the screening, referral, and identification process.

Translate ALL written materials into the student's native language.

**Sources of Evidence:** Documentation of nationally normed aptitude and achievement tests in the student's cumulative folder with the rubric.

Students AIG status is recorded in power school.

The school's website has the rubric with how students are identified and the measures that we are currently using to identify students.

The school's electronic newsletter tells the parents when testing will occur along with a letter that is sent home with the scholar's that explains the test and dates the scholar's will be testing.

## **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:** K-2 scholars will be nurtured. The AIG specialist will push into kindergarten classrooms at the beginning of the year and utilize materials such as junior great books with the students to see the potential of students and who is showing signs of giftedness and needs to be nurtured further. The AIG specialist will use a combination of teacher recommendation, observation by the AIG specialist, NC DPI assessments and Fountas and Pinnell. to decide on pull out services for students. The AIG specialist will work with identified students 2 times a week for 30 minutes. 3-5 grade scholars will be pulled based on their identification and/or an EOG score of 87% or higher in reading or math. Scholars will work on reading and math skills through the use of project/problem based learning, jacob's ladder, leadership opportunities such as reading with a younger classmate. Their curriculum will also be compacted in math beginning in grade 4. The AIG specialist will work with identified students 2 times a week for 30 minutes.

6-8th grade scholars will be in honors classes for reading and math, but will be pulled 2 times a week for 30 minutes based on their identification and EOG scores of 87% or higher in reading in math. They will work on project/problem based learning, jacob's ladder, leadership opportunities such as student government.

Intellectually Gifted students will work on projects 2 times a week for 30 minutes that they feel passionate about or participate in STEM activities.

The AIG specialist will provide all teachers, specialists and guidance counselors with access to information on student Differentiated Education Plans (DEPs) once they are created. The AIG specialist will meet with the teachers to ensure that they know who is identified in their classroom and the services that they will be receiving. All DEPs will be placed in a central location such as the child's cumulative folder, so that all stakeholders have access to their information.

The AIG specialist will give direct and indirect support for the regular classroom teachers and other school and instructional staff by:

- \*Coaching Kindergarten and first grade teachers by modeling resources such as the junior great books that can be used in the classroom with their students.
- \*Attending PLC (professional learning community) to share resources and support their students who need acceleration. This will be on ongoing throughout the school year.
- \*Work with teachers who have the clustered classes to accelerate the content that the students are learning. Content acceleration will be based on classroom assessments and other data that shows a

students' knowledge of the standard.

### **Practice B**

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

**District Response:** AIG teacher will meet with clustered classroom teachers during PLC meetings to help extend and enrich the activities in the classroom. The AIG specialist will meet with regular education teachers. The AIG specialist will collaborate with the special area teachers to ensure that STEAM is incorporated into the AIG specialist's lessons. The AIG specialist will be on the leadership team and work with administration to address K-8 scholars. The AIG specialist will meet on a regular basis with the counseling team to ensure that the social/emotional needs of the scholars are being met. The AIG specialist will collaborate with the CRT (curriculum resource teacher) to ensure the programs are connected and resources are available to the regular classroom teachers.

### **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:** Concord Lake STEAM Academy teachers provide all students will instruction based on their identified needs based on "hard" and "soft" data in determining flexible grouping.

\*NC DPI Assessments

\*Fountas and Pinnell

\*EOG data

\*Unit and pre and post assessments

\*Goal setting and progress monitoring

\*Interest surveys

K-1 will be clustered based on a combination of NC DPI assessments, Fountas and Pinneell, kindergarten entrance exam and other formal data.

2nd -5th grade will be clustered. A combination of EOG, NC DPI assessments, Fountas and Pinnell, nationally normed achievement and aptitude tests will be used to determine placement of scholars. Groups will be flexible based on information gained from assessments such as NC check-ins and pretest assessments.

6th – 8th grade scholars will be placed in honors classes based on their EOG data as well as other formal data.

### **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:** Teachers will be informed in a multiple ways. At the beginning of the school year the new staff at New Teacher Induction (NTI) will be introduced to the AIG program at the school and will directed as to where they can find resources. At the Returning Teacher Orientation (RTO) the AIG specialist will make a powerpoint presentation and will give the staff the gifted handbook to reference throughout the year. Legislation and regulations around gifted programs will be integrated into the powerpoint, so that all stakeholders at the school level are aware of the guidelines surrounding gifted education. During the school year the AIG specialist will give professional development (PD) on choice boards, literature circles, Paideia Seminars, etc.

### **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:** The AIG specialist will provide notification of student services to instructional staff at the beginning of the year. As students move on from grade to grade communication about the scholars and their academic and social needs will be communicated by the teacher and the AIG specialist, so that the new teacher will be prepared at the beginning of the year. This will be done K-8. When scholars move on to high school the counselor will communicate with the high school the scholars academic and social/emotional needs.

### **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:** The counselor will be given a list of scholars who are identified. The AIG specialist, regular education teacher and counselor will discuss any social/emotional needs that the scholar may have. These needs will be determined by parent information gathered at the DEP meeting, teacher and AIG specialist observations. The counselor and AIG specialist will meet and will work together to meet the needs of the scholars based on observations from the specialist, counselor and classroom teachers.

### **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:** The AIG specialist will work with the regular education teacher to compact the curriculum for students who show that they are ready to move quickly through math or reading standards and need enrichment. This will be determined through formal and informal assessments such as pre-assessments and NC Check-ins that the classroom teacher administers to the students. Acceleration will be done within the classroom setting with the regular education teacher. Grades 6-8 will have honors courses in reading and math.

### **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:** The AIG specialist will utilize talent development strategies to cultivate the potential of students across the K-8 curriculum. The AIG specialist will work with kindergarten and first grade teachers during PLCs throughout the year to give them ideas as to how to meet the needs of all of their scholars. The AIG specialist will pull students who are showing signs of giftedness to work on different programs such as Junior Great Books to help with their critical thinking skills. We will use NC DPI data, Fountas and Pinnell, teacher observation and the observations of the AIG specialist to determine students who will be pulled in kindergarten and first grade. Our school will do a universal screening in grade two in the spring using a nationally normed aptitude test such as the CogAT. EOG data will be shared with the AIG specialist at the beginning of the year to look for students who scored a 87% or higher in math or reading to be pulled out for enrichment activities. The students who qualify will take a nationally normed aptitude test such as the CogAT. The AIG specialist will partner with the EC teachers to discuss the needs of the twice gifted students that we may have in our school.

The AIG specialist will collaborate with the regular classroom teacher to compact the curriculum and meet the needs of students.

### **Practice I**

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

**District Response:** Our school will have extra-curricular activities available to the scholars during clubs on Friday, as well as after school programs. Some examples of the clubs that may be given as a choice to students are Odyssey of the Mind, book clubs and robotics. Duke Tip and National Junior Honor Society will also be available for students who meet the qualifications.

**Ideas for Strengthen the Standard:** Come up with a policy for the charter school regarding the "de-gifting" of children to ensure it does not happen to the students who are identified by our system, another charter or school district.

Create a systematic way to ensure all aspects of student development (academic, intellectual, social and emotional needs) are addressed within each grade level, classroom environment and setting. Professional development provided to regular education teachers and other school instructional staff on how to meet the needs of the gifted learner.

Develop a task force to review/create policies and practices when serving twice exceptional children by incorporating a team with EC students.

Develop grouping policy and/or procedures based on best-practice research.  
Establish a method to ensure all teachers have access to resources, programs, and services.  
Provide a brochure or other type of guide for all staff to ensure the essential components of the AIG plan.  
Offer quarterly site team meetings to discuss services within the school.  
Develop rigorous middle school programming and programs during the summer transition between 8th and 9th grade to prepare students, where specialized advanced programs are a significant portion of high school service delivery method.  
Organize transition visits from feeder schools to high school level where changes in services is discussed.  
Create a system of sharing student data to ensure effective continuation of k-12 services.  
Documentation would include identification and how the student is served.  
Establish an AIG support team that includes teachers, counselors and administration to focus on and plan for social and emotional needs of gifted learners.  
Reach out to area professionals with guidance counselors for PD that supports the social and emotional needs of gifted students.  
Develop clear guidelines and policies for many types of acceleration to ensure that it is consistent at CLSA.  
Create opportunities for distance off grade level learning for students in middle school.  
The AIG specialist will gather feedback from underrepresented populations to discuss the service options that are needed that may be outside of traditional services by giving them a survey.  
Utilize peer counseling, mentorships to respond to the needs of the students.  
Develop a resource guide for extra-curricular programs at CLSA to share with parents, teachers and students. The resource guide will include descriptions, timelines and other information to be communicated to the stakeholders.  
Create a showcase for students to demonstrate some of their interests explored and the knowledge that they gain during different times in the school year.

**Sources of Evidence:** Odyssey of the Mind, Robotics and Science Fair have begun in the school year 2018-2019 and will continue to be offered.  
Brochure and a posting on the school website will be available to parents to discuss our program.  
An AIG handbook will be given to staff.

## **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:** In the 2019-2020 school year Concord Lake STEAM Academy will move to standards based grading.

In 2019 Concord Lake STEAM Academy embraced STEAM (science, technology, engineering, arts and mathematics) and changed its charter to become a STEAM school. A 3 year plan has been adopted to integrate all aspects of STEAM into the curriculum to meet the needs of all the students. In collaboration with the regular education teachers, math and reading will be compacted using pre-tests as a guide in grades 3-8. Compacting will be based on the NC Standard Course of Study. The AIG specialist will come in during PLCs to help the regular education teachers with grouping students and accelerating the curriculum to meet the needs of the students.

The AIG specialist will provide enrichment for the K-2 students with the regular education teacher. Honor classes will be available to students in grades 6-8 in reading and math.

### **Practice B**

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

**District Response:** Among the instructional practices currently in teachers' repertoire are at Concord Lake STEAM Academy are:

- \*Reading Workshop
- \*Guided Reading
- \*Literature Circles
- \*Math Workshop
- \*Inquiry based social studies and science
- \*Problem and Project Based Learning
- \*Book Clubs
- \*Paideia Seminars

The AIG specialist will attend grade level PLCs to provide support to regular classroom teachers in employing effective instructional practices.

### **Practice C**

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

**District Response:** AIG specialist in K-2 will use materials such as Junior Great Books, Jacob's Ladder and the Junior Great Books reading sets when working with students. AIG specialist when working with 3-5 students will use researched based materials such as Jacob's Ladder, Problem/Process/Project Based Learning, and Philosophy for kids. AIG specialist when working with 6-8 scholars will use materials such as Jacob's Ladder and Philosophy for Kids, and Problem/Process/Project based learning activities. \*Continue to obtain quality classroom libraries of fiction and nonfiction that support reading workshop for advanced learners (as well as other students) Jacob's Ladder and Junior Great books are researched based materials designed for students who are accelerated in reading. Williams and Mary math materials will also be used.

#### **Practice D**

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

**District Response:** \*Concord Lake STEAM Academy has changed its charter to adopt the STEAM program. The STEAM committee has a 3 year plan for full implementation in the school for all students. The AIG specialist will be incorporating this with what is done in push in and pull out as well.

#### Critical Thinking

- \*Problem Based Learning
- \*STEAM activities created by teachers
- \*Williams and Mary Jacob's Ladder incorporated by the AIG specialist

#### Communication

- \*Working with a group to complete Problem/Project Based Learning
- \*Paideia Seminars
- \*STEAM projects
- \*Philosophy for kids

#### Collaboration

- \*Problem/Project based learning in their groups
- \*Paideia Seminars
- \*STEAM projects

#### Creativity

- \*STEAM projects
- \*Project/Problem Based Learning
- \*Passion projects

#### Leadership

- \*opportunities based on teacher recommendation to work with students in different grade levels
- \*Passion projects
- \*Opportunities to lead for activities such as book clubs, group collaborations, etc.

#### **Practice E**

10/28/2019

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

**District Response:** Prior to teaching a new concept or skill, teachers may assess their students' abilities and knowledge in order to plan their instruction, make student groups, curriculum compacting, and re-teaching. Following the instruction the teacher will assess whether or not the students have met their learning goals.

Formative Assessments may include quizzes, running records, math inventories, exit passes, and anecdotal notes on students' performance. These are opportunities to give regular feedback to the scholars about their progress, so that they can change their efforts in order to meet the standard being taught.

All project/process/problem based learning has a rubric in which students are given the expectations before completing the project.

In addition, several times a year students will take a Fountas and Pinnell benchmark assessment. This test provides teachers and parents a wealth of information regarding their fluency, reading and writing comprehension. This test is valuable for gifted learners because it gives the instructional reading level of the student. As the student reads the text and comprehension increases in difficulty.

Grades 3-8 participate in NC Check-Ins several times throughout the year. This test provides teachers with a wealth of information to drive their reading and math instruction.

### **Practice F**

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

**District Response:** Many topics addressing the emotional needs of AIG students are accessed through the use of Jacob's Ladder Social/Emotional books for grades 4-8.

Character education will be a focus for 30 minutes of the school day. Topics will be chosen by the principal to be discussed with the K-8 students. Books of "7 Habits of Happy Kids" was implemented for the K-5 teachers and "7 Habits of Highly Effective Teens" was implemented by the 6-8 teachers.

The AIG specialist will have a book study with the teachers with the clusters of gifted students to discuss the social emotional needs of the gifted students. They will use the book "Teaching Kids in Today's Classroom", "On the Social Emotional Lives of Gifted Children" or a similar book. We will meet to discuss different topics in the book throughout the year.

The AIG specialist will use the book "Parenting Gifted Children: The Authoritative Guide from the National Association for Gifted Children" or a similar book or articles for parents. The AIG specialist will select excerpts out of the book or articles as the focus based on the school year and the needs of the parents and scholars.

The AIG specialist will work with the school counselor. The school counselor will spearhead projects such as peer mediation counseling.

### **Practice G**

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

**District Response:** Based on formative assessments like Fountas and Pinnell K-2 students participate in leveled reading groups and receive instruction appropriate for their needs. In some instances, K-2 students participate in reading groups with classes that are one or two grades above their assigned grade. Grade level teams also provide an advanced math group on a particular subject as needed. All students get targeted instruction based on their assessment data.

The AIG specialist also works with students identified as having gifted tendencies in grades K-3. The AIG specialist pulls to work with students on things such as deductive reasoning, reading comprehension and critical thinking skills.

The AIG specialist will attend PLC meetings for K-3 teachers to help teachers differentiate their curriculum and instruction.

### **Practice H**

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

**District Response:** The AIG specialist will work with the CRT to ensure differentiation occurs K-8 and the expectations of all instructional staff is clear.

The AIG specialist will meet during grade level PLC meetings throughout the school year to collaborate with the regular education teachers and to help accelerate and compact the curriculum. During this time the AIG specialist will also aid teachers in creating rubrics, choice boards, literature contracts, and problem/project based learning.

When meeting with teachers to assist reflection the AIG specialist will use the questions below or a similar question to assist with reflecting on differentiation for the gifted learner:

- \*Are gifted scholars able to accelerate when needed?
- \*Do gifted scholars have regular opportunities to expand upon their areas of interest and strengths?
- \*Are gifted scholars encouraged to extend learning beyond the basic level of understanding?
- \*Do gifted scholars have an opportunity to NOT succeed with ease in order to develop their talent and potential?

The AIG specialist will have communication with the EC teachers, so that the needs of twice exceptional scholars are not overlooked.

Continue professional development that models collaboration.

### **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:** At the beginning of the year teachers will be trained on CLSA's criteria for the identification of scholars.

\*DEPs are shared with students and parents annually.

\*Data for the scholar on NC DPI assessments, Fountas and Pinnell, EOG, Map, etc.

\*AIG specialist will meet with students to develop goals based on their social/emotional and academic needs.

\*The AIG specialist will meet with the EC teacher and make sure that she is invited for the IEP meeting of twice exceptional scholars.

DEPs will have the student's academic progress on assessments such as MCLASS, EOGs, current academic grades, students goals, parents goals and concerns for their students, identification and how the scholar will be serviced based on their identification.

Levels of support will be on the DEP

\*Level 1: regular classroom environment, flexible group and differentiated services by the teacher and differentiated services by the AIG specialist

\*Level 2: All level 1 options, clustered classroom, classroom teacher trained in gifted services and practices, differentiation specialist indirect and direct support

Level 3: All Level 2 options and subject advancement

Level 4: All Level 3 options and grade advancement

**Ideas for Strengthen the Standard:** Implement a consistent plan of content-based units for each grade level.

Utilize content replacement as a strategy to accelerate advanced learners.

Incorporate student interests in creating additional courses, enrichment activities and independent projects.

Develop curriculum guides that outline how to use evidence-based resources within the district instructional framework.

Seek out more opportunities to apply learning in real life context such as Model UN and GeoCaching.

Gather new evidence-based resources to support gifted planning.

Build resources to be checked out by regular education teachers.

Have resources available for regular education teachers to check out.

Create partnerships with the community organizations such as participating in community service projects.

Offer summer camp for rising 4th-8th grade students around a specific instructional theme.

Create a unit study around the book "What it Means to be Gifted" for 3rd-4th grade students.

Design units of study that intentionally support the social and emotional development of AIG children.

Advocate that during PLCs that the AIG student needs are part of the agenda.

Facilitate continuous site-team meetings to ensure collaboration with teachers and instructional staff that are working with gifted learners.

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Every quarter include a "Gifted Progress Report" with the regular report card to provide additional communication of the student's progress.

Create portfolios to be shared at the DEP meetings from the year.

**Sources of Evidence:** Exemplars of PBL projects facilitated by the AIG specialist

Student performance data on NC EOG tests

Student performance data on Fountas and Pinnell

## **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:** Concord Lake STEAM Academy's program for Advanced Learners is coordinated by an AIG licensed teacher with years of experience working in a variety of educational settings with gifted students in both elementary and middle school.

The AIG coordinator's duties include:

- \*Overseeing the screening, referral and identification process
- \*Maintaining documentation of student identification evidence and services provided
- \*Providing leadership for the needs of AIG learners
- \*Implement the program services with the K-8 scholars at CLSA
- \*Participate in professional development opportunities, including regional and other statewide meetings to support gifted programs
- \*Developing, monitoring and evaluating the local AIG plan
- \*Provide professional development and resources regarding gifted and advanced scholars to the instructional staff
- \*Develop partnerships with families to support the AIG program
- \*Facilitate AIG PLC meetings to ensure the needs of gifted learners are being met consistently across the CLSA

### **Practice B**

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

**District Response:** The AIG coordinator assist in identification, assessment process and placement of each student.

The AIG coordinator's role is divided between coaching teachers in best practices for AIG instruction, providing professional development addressing AIG practices, helping to differentiate lessons and assignments, teaching students in small pull-out groups or push in situations, and administrative responsibilities for the program. All of the work indirectly or directly address the needs of advanced learners.

The AIG coordinator at Concord Lake STEAM Academy is also the AIG specialist.

The AIG specialist will remain current on the best practices for gifted learners by reading articles and books.

#### Academic

- \*Compacting Curriculum
- \*Subject Acceleration
- \*Working with PLCs to look at data when flexibly grouping students.

#### Intellectual

- \*Project/Problem based learning
- \*Passion projects for students who are intellectually gifted
- \*STEAM

#### Social/Emotional

- \*Working with parents and gathering information on DEP
- \*Providing articles on our website about the social/emotional needs of gifted students
- \*AIG specialist working collaboratively with the counselor to address needs found by parents and teacher observations
- \*Using Williams and Mary Jacob's Ladder Social/Emotional texts and ladders

### **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:** \*Training is provided for all teachers prior to the first day for students to address the specific needs and challenges of AIG learners. Training will include proper implementation of the observational tools used for identification.

\*Though no teachers have an AIG license, Concord Lake STEAM Academy's staff is trained in differentiation strategies through their work with the CRTs and PD provided to the staff by administration.

\*Professional development will be geared towards the focus on the school which may include social/emotional needs, standards based grading, compacting the curriculum and choice boards.

\*During PLCs teachers and administrators have opportunities to discuss 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.

**District Response:** Concord Lake STEAM Academy has a varying amount of classrooms at each grade level. Advanced learners are clustered in each classroom with 4-6 advanced learners in each class of 20 or more students. Most instruction occurs through differentiation in the regular classroom

through small groups. All lead teachers are highly qualified in the state of North Carolina and receive professional development each year. They work closely with the AIG specialist. Students will be clustered based on their identification. High achieving peers may also be clustered with the identified students based on the number of students identified per grade level.

### **Practice E**

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

**District Response:** The professional development plan is aligned with our school-wide goals and initiatives. Ongoing data chats, small group instruction, and standard tracking that are the goals embedded in our AIG program. We will be focusing on the social/emotional needs of our students overall. Teachers who teach the clusters will participate in a book club that focuses on the social/emotional needs of the gifted students they serve and the scholar academically. Book such as "Teaching Gifted Kids in Today's Classroom" will be an example of a book that will be read.

### **Practice F**

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

**District Response:** Our student data, schoolwide strategic plans, student and parent survey data informs the planning, implementation and refinement of the LEA yearly professional learning activities, including activities for our staff working on 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. The AIG specialist will collaborate with the counselors to discuss the social and emotional needs of AIG students and to create professional development for the teachers who work with these students. The AIG specialist will collaborate with the EC teacher to ensure that the twice exceptional students' needs are met. The AIG specialist will be a member of an organization like the National Association for Gifted Children to remain current on the new strategies for gifted students and to create professional development based on what the AIG specialist has learned. The AIG specialist will be attending PLCs throughout the year to help teachers in creating curriculum that meets the needs of the identified and high flying scholars in their class.

**Ideas for Strengthen the Standard:** \*Create a partnership with UNCC to help with licensure of classroom teachers.

\*AIG specialist attending conferences on gifted learning and bringing back resources.

\*Counseling lessons integrated into the AIG time frame to work on skills that are specific to the students' needs based on observations from the AIG specialist, classroom teacher and counselors.

\*Creating PD credit for course work designed by the AIG specialist for classroom teachers.

\*Partner with UNCC, so that teachers who have the clustered classes are able to earn an AIG add on

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license.

\*Survey all certified staff to determine additional AIG in-service training topics needed. The data will then be used to determine the direction for staff development with AIG emphasis.

\*Develop a process to monitor the effective assignment of students to appropriately licensed or prepared personnel throughout the year and share it with the administration.

\*Provide recognition at the school for completing AIG add-on license or completing local requirements.

\*Collaborate with instructional support staff to integrate best practices for gifted learners.

\*Plan PD opportunities that are comprehensive and current in topics such as characteristics of gifted learners, methods and models for gifted instruction. Use the booster shots from NCDPI when creating the PD.

\*Promote opportunities for PD outside of the charter school to support best practices.

\*Use technology to share new ideas and grade appropriate resource materials from PD.

\*Provide exemplar lessons illustrating the theory and concepts learned during PD to help differentiation and co-teaching, as a component of AIG coursework.

**Sources of Evidence:** \*School wide PD plan

\*Individual PD logs

## 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:** Concord Lake STEAM Academy will develop partnerships with parents/families in the following ways to develop strong partnerships.

Academic and intellectual

- \*Parent nights to showcase STEAM activities.
- \*Curriculum nights throughout the year to showcase what the students are doing in their classroom.

Social/Emotional Needs

- \*Articles posted on the website for parents from the National Association of Gifted Children and other sites that talk about the social/emotional needs of gifted students.
- \*At least one parent night where we discuss a topic based on the parent survey of what they would like to learn more about.

### **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:** To develop new partnerships and maintain existing, Concord Lake STEAM academy will continue regular updates to the website, including information on identification, services, and assessment. A meeting will be held at the beginning of the year to inform parents about the identification process. In addition two meetings will be held with parents to discuss school wide initiatives like project/problem/process based learning and the social/emotional needs of gifted students. A parent survey will be given out at the beginning of the year to gain knowledge about what the topics they would like to discuss. Informal surveys to gauge parent interest in needs will continue throughout the year.

Stakeholders are informed in the following ways:

- \*Administrator presents action plan and progress to the Board of Directors each Spring.
- \*AIG coordinator meets with Concord Lake STEAM Academy stakeholders (staff, parents, and students) at least 3 times annually. An automated call will be sent to parents about the local AIG plan, meetings and policies using the AIG parent/community list serve to foster electronic communication.
- \*Concord Lake STEAM Academy school wide publications provide written information to stakeholders.

\*An outline of information regarding the plan and polices related to gifted will be updated on the school's newsletter. The plan will be available on the school's website.

### **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:** Concord Lake STEAM Academy has been dedicated in including all stakeholders in decision making in creating our plan. Through surveys and test data analysis we sought data from school constituents including students, parents and teachers. The current program was designed in response to the data.

Each year the program's offering, policies and action plan are created through collaboration between the AIG coordinator, faculty and Concord Lake STEAM Academy stakeholders (which includes parents). The AIG committee meets at least 3 times a year to review the current policy, programming, and parent education opportunities. Members are asked to serve on the committee for a term of two years.

Each year, the program evaluation includes feedback from students, parents, faculty and other stakeholders.

### **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:** Parents/families are informed regularly by

\*maintaining a website with information on current programming

\*including opportunities in school-wide publications including the newsletter that goes out to families every week via email and other communications

\*translating information for parents/families and creating forms that are translated in their native language

### **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:** Partnerships include:

\*parent and community involvement

\*beginning a partnership with UNCC through Dr. Gilson

\*partnerships with local businesses that go with our school vision such as grants for maker space

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**Ideas for Strengthen the Standard:** \*Create a PAGE chapter for parents at Concord Lake STEAM Academy

\*Reach out to the community to be an active member on the AIG committee

\*Identify leaders from various parent and family networks that may be willing partner with CLSA to brainstorm ways to support programming options and develop services for gifted learners.

\*Utilize parents/family members as guest speakers to address current issues/concerns regarding gifted learners, or to speak to an interest or passion area of gifted learners.

\*Create brochure, pamphlets/fliers or an AIG handbook for parents to outline information regarding the plan and policies related to gifted, including a glossary of acronyms and terms for consistent understanding of vocabulary.

\*Prepare a video or digital presentation on the AIG website that informs stakeholders of the local AIG program, plan and policies.

\*Utilize the local newspaper to "share the good news" about student accomplishments to improve perception and community relations when appropriate

\*Showcase AIG student achievements by inviting community partners to various events and competitions like Odyssey of the Mind, Robotics, etc.

\*Partner with UNCC for rocketing club and AIG certification for teachers

\*Partner with Charlotte Motor Speedway for engineering

\*Partner with Kannapolis Police Department DARE

**Sources of Evidence:** \*Minutes from Concord Lake STEAM Academy stakeholders meetings

\*Agendas and sign ins from parent education offerings

\*Parent and teacher survey links

\*Concord Lake STEAM Academy website

## **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:** In creating the plan:

- \*We surveyed parents and teachers and looked at the data to see where we could improve
- \*Contacted parents and teachers about being on the AIG committee
- \*Met several times starting in November of 2018 and discussed standards 1-6 given by the state.
- \*Meeting notes were sent out to committee members and feedback was asked for
- \*Forms were created using the feedback from the members on the committee
- \*Administrator had a meeting with the board to get the plan for Concord Lake STEAM Academy approved

All components of an AIG plan, for all six standards, have been addressed by the plan. The plan under review will be approved by the Board of Directors and sent to NCDPI for review and comment.

### **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 Coordinator leads the AIG committee meetings once a quarter to monitor data and discuss the implementation of the plan and discuss any updates with the members on the committee. The committee members will be given a copy of the plan to use as a reference at the meetings.

The AIG specialist meets regularly with the leadership team and classroom teachers to review implementation of annual action plan and review student performance data. The evaluation summary is submitted to the school's leadership team and to the Board of Directors.

Documentation is kept in a binder organized by standards and practices to document and provide evidence of implementation.

### **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:** No additional state funds are allotted to our program (aside from the usual ADM).

Our school budget includes no program budget for an AIG coordinator other than a small classroom budget and a salary for an AIG teacher. The AIG classroom budget is used to fund materials for instruction of students. The AIG teacher salary is consistent with state salary scale.

#### **Practice D**

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

**District Response:** Disaggregated EOG, NC DPI assessments and Fountas and Pinnell for Concord Lake STEAM Academy is shared with the leadership team to set school wide goal, is reviewed at the beginning of the year and shared with faculty as a group and in grade-level teams. The test data for performance and growth is also compiled at the end of the year, analyzed by the administration team and used to inform program revisions. Performance assessments are shared with parents quarterly. The AIG specialist will collaborate with the CRT to gather, analyze and share AIG student growth and achievement data. Data to be included may include, EOG data, NC DPI assessments, Fountas and Pinnell or other data collected.

CLSA will protect confidentiality and adhere to the rules of FERPA when sharing student data with the public.

#### **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:** Concord Lake STEAM Academy has few highly gifted and twice-exceptional students in the general population, not enough to constitute testing subgroups. CLSA students include economically disadvantaged students, students who are culturally/ethnically diverse, and ELL students. More attention could be made to counting these students and determining whether they are represented in similar percentages as they are in the general population in the school. Powerschool and the CogAT will begin to be utilized to look more closely at these demographics. The AIG specialist will partner with the CRT to see the procedures for monitoring the data.

#### **Practice F**

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

**District Response:** Personnel files are kept current and complete. Concord Lake STEAM Academy targets 100% highly qualified for all lead teachers and support teachers including those that serve AIG students. Additionally, Concord Lake STEAM Academy encourages teachers to enroll in professional development and alerts staff of professional development that may be beneficial to the

school vision.

The AIG specialist will work with the SOA (schools operations administrator) to document the employees earning an AIG add-on license or participating in professional development geared towards gifted learners.

### **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:** The parent surveys has questions about the AIG program and its implementation and is reviewed by the AIG committee. The AIG committee is made up with parents, teachers and program staff. Open dialogue is maintained between the school's Board of Directors, program staff, teachers, families and community members. Students are asked to give their feedback throughout the year.

The AIG specialist will gather information from collaborative teams such as the PLC to gather informal feedback for constant reflection that are directly or indirectly involved with AIG.

### **Practice H**

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

**District Response:** Assessment data (EOG, NC DPI assessments, Fountas and Pinnell), survey data (teacher, parent and student), progress reports, teacher observation, classroom performance are reviewed regularly by the AIG coordinator and CRT and are used to evaluate the effectiveness of the program.

The AIG specialist will attend grade level PLC meetings and be a part of data meetings in which the progress of the scholars is discussed.

The AIG specialist will review feedback from the surveys from parents, students and teachers with the AIG committee to analyze data trends to inform program improvements.

The AIG specialist will meet with the AIG committee to discuss the effectiveness of the program to determine if changes are needed to the local AIG plan mid-cycle, using Interim reports and legislative and/or policy updates from NCDPI.

### **Practice I**

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

**District Response:** Program data, including evaluation data, and overview is shared by the administrator with the board annually. Concord Lake STEAM Academy data is included in the formulation of school goals, a process that includes faculty, administration, board and community members. The goals are shared and go out to the school community in a letter. Board meetings are open to the public and minutes are available to the public. Student performance data is public via school report card.

### **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:** \*Parents/Families will be notified of the Universal Screening through the emailed school newsletter and a letter will be sent home with the child. If the parent does not want the child to be tested they will return the letter signed.

\*AIG coordinator will discuss consent for services at the results meeting when the DEP is developed. The AIG coordinator will also discuss the DEP and the services the student will be receiving annually at their meeting.

\*Scholars who are requested and approved to be reassessed will be assessed a year after their last assessment.

In the event of a disagreement of AIG identification and/or services between parents and district, parents have access to a step Resolution of Disagreements procedure. When parents fail to agree with the decision of the AIG committee regarding placement or services, the following procedures may be used for dispute resolution.

The procedures are:

Step 1: Parent or guardian submits a written request for a conference with the AIG specialist/coordinator. The AIG specialist and regular education teacher will meet with the parent or guardian to discuss the data and the AIG identification criteria. The AIG coordinator/specialist will communicate, in writing, the outcome of the review. If no resolution occurs at this level, the parent or guardian may proceed to step 2.

Step 2 – Parent or guardian may appeal in writing to the Principal at Concord Lake STEAM Academy. The administrator and AIG coordinator/specialist will review the findings and meet with the parent or guardian. The administrator will communicate in writing, the final outcome. If no resolution occurs at the school level, the parent or guardian may proceed to step 3.

Step 3- Parent or Guardian may appeal in writing to the State Director of the Carolinas. The state director will review the AIG committee's findings, as well as, the administrator's outcome and will meet with the parent or guardian. The AIG coordinator/specialist and principal will also attend this meeting. If no resolution occurs at this level, the parent or guardian may proceed to step 4.

Step 4-Parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150b.

§ 115C-150.8. Review of Disagreements. In the event that the procedure developed under G.S. 115C-150.7(b)(7) fails to resolve a disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of review

shall be limited to (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (ii) whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)

At any point in the hierarchy of procedures, the school system can recommend mediation with an impartial factor. When disputes are not settled at the local school system level, parents may file a petition for a contested case hearing under Article 3 of Chapter 150b of the General Statutes.

**Ideas for Strengthen the Standard:** \*Special folder for underrepresented populations

\*Study how students from underrepresented populations are being referred, identified and served. Examine trends in representation and achievement.

\*Reaching out to obtain more community involvement with programs and the AIG committee

\*Reaching out to parents to garner more involvement in the committee through phone calls and in person meetings

\*Develop informal and formal surveys to use throughout the year not just the beginning and the end of the school year.

**Sources of Evidence:** \*DEPs

\*AIG part of Concord Lake STEAM Academy's website

\*Licensure files

\*EOG and TRC data

\*Concord Lake STEAM Academy parent and student survey data

\*Concord Lake STEAM Academy handbook

**Glossary (optional):**

**Appendix (optional):**

AIG Handbook 2019-2021\_Revised 8\_21\_19.docx (*Appendix - Standard 1*)

CLSA Talent Development Rubric 2019-2022.docx (*Appendix - Standard 1*)

CLSA DEP.docx (*Appendix - Standard 3*)