

Overview: Mission/Vision Statement and Funding

Kestrel Heights School (32D) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* LEA Superintendent's Name:

Tonya Jackson

* LEA AIG Contact Name:

Love, Adam - love@kestrelheights.org

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

For 2022-2025, the Kestrel Heights School local AIG plan is as follows:

* Mission and/or Vision Statement(s)

Kestrel Heights School is a small, diverse, and inclusive learning community in Durham that empowers our scholars to sharpen academic knowledge, demonstrate creative expression, and expand leadership abilities to prepare for success in high school, college, and beyond. Believing that all children can succeed in a safe and challenging environment, Kestrel Heights Charter School (KHCS) nurtures a community of lifelong learners. KHCS fosters this

community by setting high expectations, modeling characteristics of responsible citizens, and focusing on the development of the whole person.

The AIG program offers many opportunities for AIG students to work with students of like abilities as well as those with whom they differ. Teachers use a variety of data sources to assess learners and scaffold instruction accordingly; allowing each learner to reach their full potential. The vision of this AIG service plan is to function within the existing education plan to meet the needs of individual learners, including those identified as academically/intellectually gifted.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 23,171.96	* \$ 2,000.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

Kestrel Heights School (32D) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 1: Student Identification

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

*** Practice A**

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

Kestrel Heights School ensures that all personnel, parents/guardians, and community members are aware of and understand the screening, referral, and identification processes for AIG services. There are clear, comprehensive, and equitable procedures in place for screening, referral, and identification of gifted learners. The AIG Specialist works with the school based AIG Advisory Committee to ensure information regarding referrals and procedures for identification are shared with school personnel, parents/guardians, students, and the community-at-large through various forms of communication throughout the academic year.

Referral of Students K-8 :

- A teacher, parent/guardian, or person having academic knowledge of the student may refer any student in grades kindergarten through eight for evaluation.
- Students in K-2 are referred for talent development purposes only and will be served in a nurturing enrichment program. Students in grades 3-8 are referred for formal AIG services.
- Information and forms for referral are available throughout the year by the AIG specialist.
- While students may be referred at any time during the year, Kestrel Heights School will place documented transfer students in the first and second semesters. All other students will be evaluated in the first semester

window.

- The AIG specialist is available to respond to questions or concerns regarding referral.
- A referral campaign time is set by the AIG specialist, typically during the first quarter of the school year. During this time, the school encourages parents/guardians, students, teachers, and others having academic knowledge of students to refer students for evaluation.

Grades K-2: Nurturing Intervention and Enrichment (Talent Development):

Kestrel Heights School seeks to promote and support gifted behaviors prior to formal AIG identification with a K-2 nurturing enrichment program. AIG screening for student identification begins with the talent development program using the Primary Education Thinking Skills (PETS) curriculum in K-2. The Academically or Intellectually Gifted (AIG) specialist works with all teachers and classes in grades K-2 to provide exposure to thinking skills embedded in the curriculum, thereby allowing the AIG specialist to nurture advanced thinking and develop academic talent potential. At the K-2 level, if a student demonstrates the need for services beyond the grade-level classroom environment; the AIG specialist, parent/guardian, or classroom teacher may refer the student to the talent development pull-out group to further the acceleration and enrichment of the student.

KHS also uses the I-Ready Diagnostic Tool as a universal screener for gifted talent development in K-2. Students exhibiting achievement at least 1 grade level above their current placement in the I-Ready program in Reading and Math will be included in the nurturing talent development program. Additional testing may occur if necessary in order to build a more complete profile of student need for differentiated or accelerated services.

Grades 3-8:

The AIG specialist conducts a broad sweep of the general population in 3rd grade with the Beginning-of-Grade assessment. Students who score at or above the 85th percentile are referred for the AIG identification process. In grades 4-8, students who score at or above the 85th percentile on End-of-Grade assessments in Reading and/or Math are referred for the AIG identification process.

The I-Ready Diagnostic Tool is also used in grades 3-8 as a universal screener for gifted talent development. Students who demonstrate above grade level ability in reading and/or math on the I-Ready diagnostic tool are also automatically referred for the AIG identification process.

Screening:

Annually, the AIG specialist analyzes the results from the North Carolina End of Grade Tests (or comparable achievement test as specified by Kestrel Heights School) in reading and/or mathematics to target students who may require gifted education services. Students who have scored at or above the 85th percentile on the most recent End of Grade testing will be recommended for further AIG testing. Currently, the Cognitive Abilities Test (CogAT) and the IOWA Test of Basic Skills (ITBS) are used as additional measures of AIG potential.

KHS accepts the following quantitative measures administered by the LEA or by a licensed psychologist:

- Cognitive Abilities Test (CogAT)
- Iowa Test of Basic Skills (ITBS)
- Otis Lennon School Ability Test (OLSAT)
- Naglieri Nonverbal Ability Test (NNAT)
- North Carolina End of Grade Tests
- North Carolina Beginning of Grade Tests
- North Carolina End of Course Tests
- Woodcock Johnson IV, Tests of Achievement
- Wechsler Intelligence Scale for Children - Fourth Edition (WISC-IV)
- Other nationally normed standardized tests as approved by the Executive Director, EC Director, Testing Coordinator, or AIG Specialist.

With all quantitative assessments, the AIG specialist is responsible for verifying that:

- In accordance with programs for Exceptional Children, students with an Individual Education Plan (IEP) will be provided with appropriate accommodations and modifications as directed by the IEP.

- In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, students with a 504 Plan are tested as directed by the 504 Plan with appropriate accommodations and modifications.

Non-traditional assessments for consideration may include, but are not limited to, the following:

- Performance-based assessments
- Checklists
- Portfolios
- Observations
- Gifted Behavior Scale Checklists
- Individual work products with evaluation rubrics
- Literacy Assessments
- Anecdotal Case Studies
- Student interviews with rubric

Beginning with this plan for 2022-2025, screening using standardized test data will include the disaggregation of data by student subgroups. The top 10 percent of student subgroups will be screened for possible referral. This screening will examine multiple criteria for evidence that a student referral is warranted. Another focus is analyzing the progression rate of students served in the ESL program and meeting with teachers of students in the Exceptional Children Program to review individual IQ scores/gifted behaviors that might indicate a need for AIG referral.

Goals for Improvement:

- The KHS AIG Plan and the NC Academically or Intellectually Gifted Program Standards will be embedded in the Kestrel Heights School website. An abbreviated form of the AIG Plan will also be available at that site (AIG Parent Handbook).

- All materials are available in print upon request to any stakeholder. (Spanish/English)
- Annually, the AIG specialist will hold a parent information session for the parent stakeholders during Open House.

*** 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.

Kestrel Heights School considers multiple indicators of giftedness. Quantitative and qualitative measures that reveal student aptitude, achievement, or potential to achieve are part of each student's comprehensive profile. KHS identification pathways are aligned with Article 9B [N.C.G.S. 115C-150.5-.8].

Pathways to Identification by Grade Level

Grades K-2:

All K-2 talent development students are served by the AIG Specialist. If a student demonstrates the need for services beyond the regular classroom instruction they will be referred for the talent development program with a small group of advanced learners provided by the AIG Specialist (Nurturing Enrichment Group). Students in the nurturing enrichment group will be referred to the formal AIG identification process when they enter 3rd grade.

Grades 3-8:

Pathway 1: Aptitude - Intellectually Gifted (IG)

Students who are identified as Intellectually Gifted have met the following criteria:

- Age level composite score at or above the 97th percentile on a nationally normed aptitude/ability test (CogAT).
- Assessment for supporting achievement criteria was below 90th percentile for identification as Academically and Intellectually Gifted (AIG) or Academically Gifted (AG).

IG students will have an Individualized Differentiated Education Plan (IDEP) to support their needs.

Pathway 2: Achievement - Academically Gifted (AG).

Students identified as Academically Gifted in the content areas of math (AM), reading (AR), or both reading and math (AG) have met the following criteria:

- **REQUIRED:** Achievement on nationally normed test (IOWA) at or above the 90th percentile (composite or subscore in area of identification).

AND, one of the following:

- Achievement on state tests (BOG, EOG, EOC) in area of identification at or above the 85th percentile
- Portfolio assessment with a minimum of three performance artifacts* that support the student's advanced ability/ achievement and need for AIG services in that field

*Artifacts can be both quantitative and qualitative in nature, showing clear supporting evidence for student identification. Artifacts may include, but are not limited to the following: above grade level work products; student writing reflections; interviews; outstanding achievement outside of the classroom; ESL progressions; evidence-based teacher recommendations; and other standardized assessment measures.

Students who are identified as Academically Gifted (AG) in a specific content field will have a Differentiated Education Plan/DEP unless a strong need for further individualization is required.

Pathway 3: Aptitude & Achievement - Academically and Intellectually Gifted (AIG).

Students identified as Academically and Intellectually Gifted in the content areas of math (AM), reading (AR), or both reading and math (AI) have met the following criteria:

- **REQUIRED:** An Aptitude test (CogAT) with a composite or subscore (aligned with area identification) at or above the 90th percentile

AND, one of the following:

- Achievement on nationally normed test (IOWA) in area of identification at or above the 90th percentile
- Achievement on State tests (BOG, EOG, EOC) in area of identification at or above the 85th percentile
- Portfolio assessment with a minimum of three performance artifacts* that support the student's advanced ability/ achievement and need for AIG services in that field

*Artifacts can be both quantitative and qualitative in nature, showing clear supporting evidence for student identification. Artifacts may include, but are not limited to the following: above grade level work products; student writing reflections; interviews; outstanding achievement outside of the classroom; ESL progressions; evidence-based teacher recommendations; and other standardized assessment measures.

Students who are identified as Academically and Intellectually Gifted or AIG in a specific content field will have a Differentiated Education Plan/DEP unless a strong need for further individualization is required.

Transfer Students:

When a student identified as AIG in another district or independent school with a state-recognized AIG program enrolls at KHS, the parent/guardian will present all physical information regarding the student's identification for differentiated services. If this documentation is not available by the parent, the AIG Specialist or other designee will contact the student's previous school to request such documentation. Records will be reviewed by the AIG Specialist and the school level AIG Leadership Committee to determine previous differentiated services, then will match service delivery options available to the student's learning needs. Students will receive temporary services for up to an academic year while the AIG Leadership Committee reviews available records and collects any additional data as needed for students who may not initially meet KHS AIG identification criteria. (This might include observations and/or work samples for students.) AIG students in military families will be placed immediately according to Article

29B Interstate Compact on Educational Opportunity for Military Children § 115C-407.5. The Executive Director or Principal may choose to accept prior placement at his/her discretion.

Evaluation Opportunities:

The KHS AIG program is designed to promote student success. The placement process is rigorous and in many cases requires significant time removed from regular classroom instruction; therefore the following guidelines apply:

- Non-transfer K-2 students will not be evaluated, but may be served as Nurture students. Nurture status and collaboration between the AIG specialist and classroom teachers provides for multiple, appropriate levels of service.
- Identified transfer students are placed as AIG if supporting documentation is available.
- KHS may evaluate a student for placement (including for the addition of an area of identification) up to three times in K-8.
- One of the evaluations is the third grade screening.
- Additional evaluations for placement or adding an area of identification are possible if documentation of acute circumstances that affected information gathered during the previous evaluation is available.
- Parents/Guardians may submit outside testing.
- These tests and reports must be conducted and written by a private, licensed psychologist or psychiatrist with a school related focus.
- The testing must provide information regarding reading comprehension or aptitude and/or math achievement or aptitude.
- Testing must be two years old or less.
- The entirety of the report must be presented to the AIG committee.

- This information, if given, must be used in conjunction with other currently gathered data during one of the three available evaluations.
- KHS is not responsible for providing outside testing.
- Students may be served at any time and at any grade level as a Talent Development student at the discretion of the AIG specialist.
- One window of testing will be provided each year.



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

*** 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.

A greater awareness of students from traditionally underrepresented populations of the gifted who show a need or the potential need for differentiated services is an ongoing focus for Kestrel Heights School. As the school's diverse population continues to increase, the AIG department strives to have identification numbers reflective of the changing demographics. The process used to identify students in need of gifted services is ongoing, reliant on multiple measures, free of bias, and non-exclusionary. KHS continues to seek ways to identify under-represented populations in the AIG program and strives to align representation in the gifted program with that of the student population. School subgroup percentages are compared to AIG representation percentages for those subgroups to determine which subgroups are under-represented in AIG identification and service. The AIG coordinator reviews the performance of student subgroups on the North Carolina EOGs as achievement indicators for growth.

Kestrel Heights School Racial Demographics (291 total students, grades 3-8):

Asian - 4.5%

Black - 57.5%

Hispanic - 17.6%

White - 12.4%

Multi-Racial - 8%

Kestrel Heights School AIG Racial Demographics (39 AIG students, grades 3-8):

Asian - 7.7%

Black - 38.5%

Hispanic - 10.3%

White - 38.5%

Multi-Racial - 5%

Screening for Underrepresented Populations:

- KHS currently uses Form 7 of the CogAT, which has less emphasis on language use in math than the Form 6. Directions for the CogAT are made available to Spanish speaking students in Spanish.

Referral for Underrepresented Populations:

- ESL and EC teachers are approached for candidates who may be overlooked.
- All other specialists may refer students (art, music, dance, etc.).
- Students may refer themselves or other students for evaluation.
- Outstanding growth in EOG scores or WIDA scores assists EL students in being referred.
- Parents/guardians may refer students.

- Annually, a referral campaign takes place at a time designated by the AIG department. KHS encourages referrals through multi-media and multi-language communications.

Identification for Underrepresented Populations:

- WIDA data is added to gathered data for placement as applicable. WIDA is a second language evaluation tool.
- Scores from verbal, math, and/or non-verbal test areas may be used for placement in the student's area(s) of strength.
- Teachers of English Learners are approached to assist in understanding evaluation results.
- Exceptional Children's teachers are approached to seek out students who may have exceptionalities but may also be gifted. (Twice-exceptional or 2e)
- The AIG Committee may consider acute circumstances affecting student performance (such as migrant or homeless status, certain illnesses, separations from parental support such as illness or death, ongoing/acute poverty), documented circumstances of exceptionality affecting testing abilities, EC status, ELL status.
- An Exceptional Children's teacher, English as a Second Language teacher, or other teacher may be added to the AIG Committee for additional understanding of evidence presented for placement.
- Data is tracked in numerous ways to continuously review our progress in placing underrepresented populations.
- Behavioral plans, 504 plans, Exceptional Children's status, physical limitations, EL status or other documented necessary accommodations do not prejudice student placement.
- Tests administered by AIG personnel as part of a student's evaluation may be given with testing accommodations as directed by a student's Individualized Education Plan, 504 Plan, or by teacher and concurring AIG specialist recommendation.
- Students may self-select portfolio items to submit in grades 3-8. This is student work accomplished entirely at school and with minimum assistance. Non-traditional assessments for consideration of screening, referral and identification may include, but are not limited to, the following:

- Performance-based assessments
- Checklists with anecdotal notes
- Portfolios of demonstrated evidence
- Observations with anecdotal notes
- Gifted Behavior Scale Checklists
- Individual work products with evaluation rubrics
- Literacy Assessments
- Anecdotal/Case Studies

Addressing Under-Identification:

- If less than 10% of the student body is identified as AIG, the AIG Department will work closely with students scoring in the top 10% on screenings and other testing as appropriate.
- Nurture programs (K-8 Talent Development) will deliver services to students reflecting student membership. Nurture students are intentionally monitored and observed for future possibility of screening and identification.
- The AIG Specialist provides professional development formally and informally to expand understanding of giftedness and address misperceptions about various student groups.
- An annual review is conducted by the AIG Advisory Committee to evaluate effectiveness in identifying under-represented populations. Procedures are reviewed and revised to address issues and ensure effective and equitable screening, referral, and identification strategies across various student groups.

*** Practice D**

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

Processes and procedures are in place to ensure reliable and consistent screening, referral, and identification of AIG students. KHS is a K-8 charter school and ensures consistent processes between schools by employing the same AIG specialist to serve the elementary school and the middle school.

Consistent Referral Processes:

- The AIG specialist delivers professional development delineating the referral process and qualities to look for in both typical and atypical AIG student populations.
- Referrals may be accepted at any time of the year.
- Multiple media are used to publicize the referral window.
- The testing window is specified in open house materials in August.
- All referral forms are accompanied by criteria for placement.
- All referral materials are available in English and Spanish.
- The AIG specialist reaches out to all teachers and specialists during this window to seek out student talent consistently throughout the LEA.

Consistent Screening Processes:

The AIG Specialist

- Develops and disseminates training for administration of AIG screening procedures.
- Specifies the testing window.
- Orders materials, including those for exceptional students as requested by the school.
- Develops procedures regarding handling of test materials.
- Develops procedures for the testing sessions.

- Distributes packing directions for test materials.
- Distributes all CogAT and IOWA test materials.
- Packs and returns answer sheets for scoring.
- Reviews and applies any IEP accommodations for EOG testing for screening.
- Sets up school based schedules for administration.

Consistent Identification Processes:

- All data is gathered in identical forms between the elementary and middle school.
- A school-based committee reviews the data for each referred student. The school AIG specialist chairs the committee. Data is compared to the criteria specified in the AIG plan. The AIG committee makes recommendations for placement at the elementary and middle school level.

Annual Referral, Screening, and Identification Process:

1. Professional development.
2. Publicity for the referral window.
3. Referrals submitted. (These may be taken at any time but students are not evaluated until the departmentally designated time. Note that transfer students are incorporated as Nurture students to provide continuous services for incoming students.) Referral forms include parent permission for evaluation.
4. AIG screening window (currently October - November, and currently CogAT Form 7 and IOWA Forms E and F).
5. Data gathering: Testing as needed. Earlier test results must be two years old or less. Students with test results two years old or less will only be retested if a demonstrated need is present. This might include illness at the time of earlier testing or other acute circumstances.
6. Data gathering continues with at least one score on aptitude or achievement of 90th percentile or greater on accepted tests. Also, with a lesser score in the case of acute circumstances such as migrant or homeless status,

certain illnesses, separations from parental support such as illness or death, ongoing/acute poverty), documented circumstances of exceptionality affecting testing abilities, Exceptional Children's status or 504 Plan designation.

7. Data gathering concludes if no further data is needed to support placement as Highly Gifted, or IG. Also, if no score of 90th percentile or greater is obtained in aptitude or achievement with no acute circumstances.

8. If further data gathering is warranted, the following may be obtained:

(Not all criteria are required for evaluation.)

-Teacher checklists.

-Specialist inventory.

-Performance task portfolio.

-Student choice for portfolio submission in grades 3-8. (This is student work accomplished entirely at school with minimum assistance by teachers.)

-Other data is gathered, as possible, to support placement.

9. All data is compiled and reviewed by the school based AIG Committee. This team is chaired by the AIG specialist and includes at least the principal or designee and the EC Director. Exceptional Children's teachers, ESL teachers and other specialists may be asked to join at the discretion of the AIG specialist. All discussions are confidential. Data is compared to the plan criteria allowing the school-based team to make a placement recommendation.

10. Placement decisions are shared with parents/guardians, students, specialists, teachers and administrators.

11. Permission forms for participation in the AIG program are distributed, signed, and collected for services to begin.

*** Practice E**

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

Dissemination Process:

- The AIG Parent Handbook and AIG Plan are linked on the KHS website under AIG Information. All sites are translatable into languages set by the user.
- The procedures and criteria for referral, screening, and identification are shared at orientation meetings early in the school year as professional development to teachers and staff.
- AIG processes and procedures are shared with parents/guardians, teachers, and staff through the weekly school newsletter, ClassDojo School Story, personal emails, and at Open House.
- Explicit information regarding the decision making process and a review of the criteria are included in the placement decision and score report documents.
- For each student going through the referral and screening process, parents/guardians receive a copy of all information considered by the school teams.
- Printed materials are available upon request in Spanish/English.

*** 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.

Kestrel Heights School has established processes and procedures for each step of the referral, screening, identification, and service matching process. The processes and procedures for AIG referral, screening, identification, and service delivery models are shared with families and school staff via handbooks, FAQs, parent meetings, website information, and through individual parent/student conferences. The AIG specialist adheres to a consistent checklist to ensure all documentation is completed in a timely manner, shared with parents and other stakeholders as needed, and maintained in the students' individual confidential folders; which are created at the beginning of the referral process.

The following paperwork is maintained by the AIG Specialist:

- Consent for Screening

- Individual Testing Protocols
- Summary Results of Evaluation with parent signature
- Student's DEP with parent signature
- Total School AIG Headcounts.
- Spreadsheets with all student data for identified students for the school.
- Spreadsheets with all student data for referred students.
- Information for transfer students is shared with receiving districts.
- Other supporting documents as applicable (portfolio of evidence, student information form, etc.)

The Summary Results of Evaluation form is sent home to families to explain the identification decision and pathway, along with copies of the individual score reports for each assessment. The results letter also includes information about the appeal process. Families may schedule an appointment with the AIG specialist if they would like further information regarding their child's identification and decision process. This documentation is available for annual review with parents/families and during additional times of need, such as re-evaluation of a student, for add-on identification, or change in service delivery options.

*** Ideas for Strengthening the Standard**

- Develop and refine the Portfolio of Demonstrated Evidence process.
- Develop and refine the Handbooks for each audience.
- Compile a list of Frequently Asked Questions and responses (FAQ) for parents/guardians seeking information regarding the AIG program, and disseminate to stakeholders. Ensure that the FAQ is translated into Spanish as needed.

Planned Sources of Evidence

- * Student AIG Documentation (Testing information, Forms, DEPs, etc.)
- * Disaggregated data from AIG Headcount
- * AIG/School Websites
- * AIG Program Parent Handbook
- * Agendas for presentations
- * Publicity notes for referral windows

Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	 Pathways for Gifted Identification

Standard 2: Comprehensive Programming within a Total School Community

Kestrel Heights School (32D) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

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

Kestrel Heights is aware of the multi-faceted needs of gifted and advanced students, and aligns programs and services to match those needs. The levels of services are matched to student identification. Students identified as AM will receive math services aligned with the designated level of service. Students identified as AR will receive reading services aligned with the designated level of service. Students identified as AG will receive math and reading services aligned with the designated level of service. Students identified as IG will receive services matched with their individual needs as well as consultation services. Students identified as AI will receive services aligned with the designated level of services as well as consultation services. A flexible system of continuous and comprehensive services allows Kestrel Heights to meet the needs of gifted students at varying levels of development. In this way, services are less dependent on a student's label and more dependent on a student's need. In grades 3-8, identified AIG and talent development students have the opportunity to attend two AIG elective classes per week. One class focuses on STEM concepts including math and robotics activities. The other class focuses on Language Arts and Social Studies project based units. Kestrel Heights offers these elective classes to all identified AIG and talent development students, regardless of identification category, to maximize AIG services and delivery to meet the needs of all gifted learners.

The talent development program (K-8) is populated by students who have partially met the qualifying criteria for identification and score in the 80th-89th percentile on the EOG, CogAT or IOWA assessment. Students in the talent development program are eligible for the same AIG services as those formally identified. Families are notified when their student has entered the talent development program and are provided information about AIG at Kestrel Heights. Talent development placement will also be considered in class placement decisions for cluster grouping.

In K-8, identified students are served in a variety of ways:

- Pull-out enrichment classes with a licensed AIG Specialist.
- Clustered with other students identified in the same academic area.
- Inclusion (or push-in service) by a licensed AIG specialist within the regular classroom as part of flexible grouping.
- Consultation, Observation, Monitoring.
- Combination of any of the above services.

Service Delivery (K-2): The AIG Specialist will work with regular education, EC, and ESL teachers in K-2 to consistently provide all students, Kindergarten through 2nd grade, integrated lessons built around critical thinking, collaboration, creative thinking, and problem solving. This is achieved through the Primary Education Thinking Skills curriculum. The primary focus is on developing academic potential in all demographic and socioeconomic student groups through the balance of whole group and focused small group instruction. Students who exhibit advanced learning skills in reading and math through I-ready growth data and teacher recommendations participate in small group pullout enrichment classes twice per week through the Intervention period. This aligns with Kestrel's MTSS framework, and this type of service supports greater depth and complexity that advances the knowledge, understanding, and skills of the gifted/advanced learner.

Service Delivery (3-5): Students are clustered for services in advanced English Language Arts and/or Math classes. In addition, KHS offers an elective class for AIG students that allows exploration of affective topics, independent studies on a topic of interest, and other enrichment and extension units. This is achieved through use of the Advanced Curriculum from the Center for Gifted Education at William & Mary. AG, AIG, and IG identified students will be served in at least one of the settings described below:

- Pull-out AIG elective for the Intervention period twice per week with a licensed AIG Specialist as outlined by the student's area of identification (AR, AM, AG) as noted on the DEP.
- HB986 requires that students who score a Level V on the Math EOG are placed into an advanced level math class grades 4-5.
- Clustered with other students identified in the same academic area
- Inclusion (or push-in service) by a licensed AIG Specialist within the regular classroom as part of a flexible group to the extent/degree that there will be an impact on the student's learning
- Consultation (primarily for IG students recognizing that IG students may have disproportionate aptitude/ability v. achievement performance as outlined on the IDEP)
- Subject and/or grade acceleration (AR, AM, AG & AIG) as deemed appropriate
- Combination of any of the above services

Service Delivery (6-8): Students are clustered for services in advanced English Language Arts and/or Math classes. In addition, KHS offers an elective class for AIG students that allows exploration of affective topics, independent studies on a topic of interest, and other enrichment and extension units. This is achieved through use of the Advanced Curriculum from the Center for Gifted Education at William & Mary. AG, AIG, and IG identified students will be served in at least one of the settings described below:

- Pull-out AIG elective for the Intervention period twice per week with a licensed AIG Specialist as outlined by the student's area of identification (AR, AM, AG) as noted on the DEP.
- HB986 requires that students who score a Level V on the Math EOG are placed into an advanced level math class grades 6-8.
- Clustered with other students identified in the same academic area
- Inclusion (or push-in service) by a licensed AIG Specialist within the regular classroom as part of a flexible group to the extent/degree that there will be an impact on the student's learning

- Consultation (primarily for IG students recognizing that IG students may have disproportionate aptitude/ability v. achievement performance as outlined on the IDEP)

- Subject and/or grade acceleration (AR, AM, AG & AIG) as deemed appropriate

- Combination of any of the above services

At Kestrel Heights, an AIG-licensed specialist is employed 50% at the elementary and 50% at the middle school; and is responsible for overseeing the AIG program implementation and direct support of students. The AIG Specialist also collaborates directly and indirectly with classroom teachers, counselors, and other staff members to ensure students' services match their needs. These collaboration efforts could include:

- Coaching

- Co-teaching

- Consulting

- Resource development and support

- Professional development

- Providing all teachers, specialists, and guidance counselors with access to student Differentiated Education Plans (DEPs) through a shared Google Drive folder.

- Ensuring collaboration for service delivery includes consideration for the IEP/504 for a twice-exceptional student or LIEP for an English learner.

- Providing space and time for communication, collaboration, data-based problem solving, and service delivery within Kestrel's three-tiered MTSS model.

- Providing service delivery options which vary in duration and intensity, and occur during scheduled periods designated specifically for intervention and/or enrichment as part of an MTSS (Intervention period).



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

*** Practice B**

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

To be intentional with services for the varying needs of gifted students requires a special balance to ensure the social and emotional needs of students are being met at the same time as their academic and intellectual needs. The AIG specialist provides experiences for students that encourage the development of critical thinking, collaboration, creative thinking, communication, leadership, problem solving, and other future ready skills through use of the First Lego League Robotics program and curriculum in grades 3-8. Besides coding and robotics, the curriculum also includes social and emotional experiences through the promotion of core values (Inclusion, Discovery, Teamwork, Innovation, Impact, and Fun). These core values establish a collaborative environment to achieve effective teamwork and group discourse while being challenged with critical thinking and problem solving activities.

It is the expectation that the AIG specialist facilitates an AIG Advisory Committee at the school, which serves as the monitoring group of advocates for gifted programming. Counselors, regular classroom teachers, and other specialists such as EC and/or ESL, can serve on this committee to ensure multiple perspectives are influencing and addressing the strengths and needs of the AIG program. The expectations, roles, and responsibilities are as follows:

AIG Specialist:

- Provide guidance counselors with information about AIG students (including dual exceptionalities (2e), learning concerns, and other social/emotional needs).
- Involve all appropriate staff in creating student DEPs/IDEPs, as well as access to any social or emotional goals and service information on the plans.
- Recruit appropriate staff to serve on the AIG Advisory Committee or other committees as students' needs demand (EC, ESL, OT, Guidance Counselors, etc.).
- Communicate with parents/guardians regarding special needs.

- Conduct relationship-building groups of highly gifted students from kindergarten through 8th grade to address problems as soon as possible. This is accomplished by referral and observation of problems.
- Suggest/implement interventions when problems interfere with social and/or emotional health. These would begin with the teacher, specialist, or counselor as issues are discovered and lead to implementation of strategies by all educators working with the student. Parents/guardians would be involved early in these strategies.
- Conduct individual and group meetings with students to address social/emotional issues. Often addressed topics include organization, relating to other students, and relating to teachers. These may be facilitated by the AIG specialist or school guidance counselor.

Guidance Counselors:

- Disseminate information about AIG students including dual exceptionalities (2e), learning concerns, and other social/emotional needs to appropriate teachers.
- Advocate for students needs K-8.
- Aid in development of social and emotional goals in students DEPs to ensure the holistic needs of the student are considered.
- Participate in professional development regarding AIG students and their social/emotional needs.
- Collaborate with the AIG specialist to push into AIG elective classes quarterly for lessons in gifted specific issues pertaining to social and emotional needs.

Administration:

- Allow for flexibility in scheduling several times yearly to have specialists at multiple PLC meetings.
- Require guidance counselors to participate in professional development regarding AIG students.
- Advocate for AIG students with special needs.

Through the Kestrel AIG parent handbook, the AIG specialist will provide guidance to teachers, administrators, and parents on how to address the unique social/emotional needs of gifted/advanced learners. This also centers around the MTSS model of creating and implementing tiered supports that provide strategies designed to address students' social, emotional, and behavioral needs that might impede learning and social engagement in the classroom including our gifted and high academic achievers. The AIG specialist also serves on the school based MTSS committee to advocate for the social and emotional issues pertaining to gifted students.

*** Practice C**

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

Kestrel Heights Charter School believes that the Blended Learning Model followed by our school closely parallels the academic approach which research describes as best meeting the needs of advanced learners. Blended Learning and other programs recommended for advanced learners have these concepts in common: project based learning (PBL), meaningful student choice, self-directed learning, literature-based reading, and inquiry-based math and science. This aligns with Kestrel's Strategic Plan adopted by the School Improvement Committee and School Improvement Plan (SIP).

Blended Learning is the merging of physical and digital learning spaces to complement one another to personalize the learning of all students based on authentic human circumstance and prevailing local technology. The recent global pandemic has proven the need for flexible learning spaces and a blending of synchronous and asynchronous learning activities. Along with a focus on small group instruction, Kestrel's AIG program mirrors the education philosophy of the LEA through small group enrichment elective classes and a blending of digital and face to face instruction. This approach to education has yielded strong results since officially being researched as an education strategy. According to a 2010 study from the U.S. Department of Education, blended learning classes produce statistically better results than their face-to-face, non-hybrid equivalents. This may be partly due to the fact that this rapidly growing model not only increases the flexibility and individualization of student learning experiences, but also allows teachers to expand the time they spend as facilitators of learning.

The AIG Specialist is intentionally integrated into the MTSS committee to ensure that the AIG program and Kestrel's gifted students can be consistently represented and advocated for in the MTSS context. At the school level, the AIG specialist works to connect services based on student need by working with the specific department support personnel to:

- Identify and engage in strategies to support the academic needs of twice-exceptional students, English Language learners, and children from disadvantaged backgrounds;

- Collaborate to design differentiated supports building on student strengths while addressing skill gaps;

- Adapt curriculum and instruction, pacing, and/or resources to best facilitate enriched learning environments and opportunities for students who may struggle in one academic area, but excel in another.

The Kestrel Heights community is also committed to providing the resources necessary to promote a challenging program for gifted students. The school's board and administration have committed to providing funding and personnel to the program. The administration plans in-house professional development with AIG students in mind. Administration and teachers work together to identify students needing additional challenges in their area(s) of strength in collaboration with the Exceptional Children program. Teachers seek additional professional development outside of the school to expand their understanding of AIG students and how to meet their needs in the classroom through Mind Brain Education (MBE) online courses. In addition, the AIG teacher and classroom teachers collaborate to bring appropriate services to students. Kestrel recognizes the need to deepen and enhance the academic experience for advanced learners by strengthening the ways in which we differentiate for advanced learners.

*** Practice D**

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

Kestrel ensures appropriate grouping practices are in place in several ways. Class rosters are developed at each grade level with input from the AIG teacher to implement cluster grouping for reading and math. Kestrel has adopted a small group rotational model for math and reading instruction that includes flexible grouping based on student skills readiness at its core; which allows for acceleration of skills instruction within and across grade levels.

Grouping practices in reading and mathematics include pull-out groups for students in need of enrichment or accelerated learning. The enrichment groups are determined on lesson- or unit-level readiness as demonstrated by in-class assessments (K-2). The accelerated groups are determined annually based on district- and state-wide assessments (3-8). One example goal for the students in the accelerated math groups is to be in Math 1 by 8th grade.

The AIG Specialist provides flexible grouping strategies that offer personalized services based on student need rather than the identification label.

*** Practice E**

Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.

Information is disseminated to staff in the following ways from the AIG specialist:

- Program, plan, and regulations are presented to faculty at the beginning of each school year.
- AIG Services Roster, which includes AIG students and their services, is shared to teaching staff at beginning of year planning meetings.
- Identification information is distributed at faculty meetings and professional development sessions.
- Regular meetings with grade level teams (PLC meetings).
- Regular updates with the administrative team (weekly PLC meeting).
- Notes communicated at class placement meetings for the following year.
- Minutes from the annual program update presented by AIG coordinator to the school board are available to faculty and staff.
- Annually creates short bursts of professional development for faculty meetings. The short bursts cover services, regulations, AIG program, and the AIG Plan over the course of the year.
- Gives printed copies of the AIG Plan to principals, the Executive Director, EC Director, and Board Members.
- Invites administration when the AIG Plan is new to sit down with the AIG teacher to go over changes and new emphases of the plan.
- Provides links through a staff portal to all supporting documents on the Kestrel Heights School webpage.

- Provides alternative materials in the form of brief summaries of parts of the AIG Plan for such areas as identification criteria, summary of the standards, school implementation of standards, etc. when needed (Parent Handbook).

All staff have access to the complete AIG Plan and supporting documents. They also receive ongoing professional development throughout the school year regarding services, identification, program goals and regulations.

*** Practice F**

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

Communication among and between teachers occurs in a variety of ways. The AIG specialist relays relevant information to classroom teachers and support staff and designs a DEP for each student. This is facilitated with an AIG Services Roster that lists the students served in a grade level, their AIG identification area(s), and what services were received the previous year. AIG students and services are discussed during annual transition meetings between grade levels. Identified students are also listed as AIG in PowerSchool.

Communication between schools about transitions occurs in multiple formats. To ensure a smooth transition, Kestrel Heights employs the same AIG teacher at the elementary and middle school. For students new to Kestrel Heights Charter School, the AIG records are part of the official records request from previous schools made for every new student. The new student questionnaire includes a question about previous AIG identification and services. PowerSchool reports are run by the AIG specialist to "catch" previously identified AIG students. Middle school staff conducts an orientation each year, attended by families of rising 6th graders, including AIG students and parents. The AIG specialist is available for questions. Records of new students, previously identified as AIG, are reviewed by the AIG specialist.

For students leaving Kestrel Heights, the AIG DEP is included in the student file when students transition to another school or graduate to high school. The DEP includes qualifying assessments, cumulative assessment data, services summary, and recommendations for future services. The approved AIG plan will allow students transitioning to high school to carry forward AIG identification. The 8th grade transition team facilitates information sessions for parents and students regarding area high school offerings, including AP and honors courses.

* Practice G

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

Acceleration options for AIG students are communicated to the community in the AIG Handbook and are in the AIG section of Kestrel's website. The process for acceleration includes the following actions:

1. Collaborate with classroom teachers during initial class placement meetings, clustering AIG students is the primary consideration (especially in middle school AP and Honors Math and ELA courses)
2. Review schedule to ensure accommodation for needs of accelerated learners (i.e. Math 1, 2, & 3 in grades 6-8)
3. Communicate and discuss options with parents when placement decisions are being considered
4. Grade and subject acceleration decisions are based on BOG and EOG performance (97th percentile or above), teacher observations, classroom reading assessments, or I-Ready benchmarks that indicate performance 2+ grade levels above current grade level
5. Preference is given to subject acceleration over grade acceleration.

For subject or whole grade acceleration, KHS uses the Iowa Acceleration Scale (IAS) to objectively guide the student and his/her family through these opportunities. School administration collaborates with the AIG specialist and classroom teacher(s) using quantitative information obtained through the Iowa Acceleration Scale. Parent involvement is a part of this process, as a meeting with parents provides the committee with qualitative information as required in the IAS. Families and students are also included in the decision making process as part of the annual DEP meetings. KHS utilizes curriculum compacting for advanced learners in the regular education setting, as well as the North Carolina Virtual Public School (NCVPS) for advanced learners taking accelerated courses not available at KHS (Spanish I, Math 2 and 3).

Credit by Demonstrated Mastery (CDM) is the process by which KHS, based on a body of evidence, awards a student credit in a particular course without the student being required to complete the classroom instruction. The body of evidence includes a score of proficient or above on an EOC or course exam, and an authentic artifact that demonstrates mastery of the content standards that is reviewed by the content area teacher and the AIG specialist. Kestrel offers the CDM process for any high school courses offered in grades 7-8. Students or parents interested in pursuing CDM must contact the AIG specialist at the beginning of the semester prior to the semester in which the

course begins (i.e. the beginning of the spring semester for a course beginning in the fall). A meeting with the student, family, current content area teacher, and AIG coordinator will be scheduled to discuss the options for pursuing CDM. If the team determines that the CDM process should move forward, the AIG coordinator will begin creating a plan with the student, family, content area teacher, and testing coordinator.

Early Admission to Kindergarten is provided for students who meet the following criteria:

- score at or above the 98th percentile on either Reading or Mathematics on a standard test of achievement administered by a licensed psychologist
- score at or above the 98th percentile on a standard individual test of intelligence administered by a licensed psychologist
- demonstration of readiness during scheduled interview with the school director and his/her Early Admission to Kindergarten Committee

House Bill 986 - Enrollment in Advanced Mathematics Courses

When advanced courses are offered in mathematics, any student scoring a level five on the end-of-grade or end-of-course test for the mathematics course in which the student was most recently enrolled shall be enrolled in the advanced course for the next mathematics course in which the student is enrolled. A student in seventh grade scoring a level five on the seventh grade mathematics end-of-grade test shall be enrolled in a high school level mathematics course in eighth grade. No student who qualifies under this subsection shall be removed from the advanced or high school mathematics course in which the student is enrolled unless a parent or guardian of the student provides written consent for the student to be excluded or removed from that course.

*** Practice H**

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

Kestrel uses multiple identification strategies and tools to broaden access to advanced learning opportunities. The number of pathways to identification have been increased, and students have multiple pathways to identification. . Assessments are locally normed whenever possible, and mechanisms are in place to facilitate communication with EC staff about twice-exceptional students. Discussions with faculty about diversity awareness and integrating multiple perspectives into curriculum are ongoing. The needs of twice-exceptional students are considered in IEP and DEP meetings and involve members of the EC team and the AIG specialist.

Students not yet meeting the criteria for formal identification are eligible for AIG services through the Talent Development Program. Those services include, but are not limited to, small pull-out groups, interest-based projects, and subject acceleration. The inclusion of students in the Talent Development Program has shown positive results in increasing the underrepresented demographics of the AIG program to match the demographics of the school. In grades 4-8 in 2022 the analysis of underrepresented population demographics is as follows:

Black: School (58%), AIG (39%), AIG w/ Talent Development (43%)

Hispanic: School (18%) , AIG (10%), AIG w/ Talent Development (13%)

This data analysis is used in conversations and meetings to educate stakeholders in order to reframe their lens, inform and shift mindsets, and shape future policy.

* Practice I

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

Extracurricular programs, competitions, and service learning activities are designed to further develop academic, social, and emotional skills of AIG students while building critical thinking skills, creativity, perseverance, and collaboration. Kestrel supports and encourages student involvement in academic endeavors, extra-curricular, sports, and the fine arts to provide opportunities for gifted/advanced learners to further develop their interests and create balance in their academic, social, and emotional growth.

Kestrel Heights school provides extracurricular opportunities to all students, including advanced learners, through athletics, teacher-led electives, and clubs. In the elementary school, students have club options sponsored by teachers, administrators, counselors, and parents. Clubs meet weekly on Wednesdays for one hour at the end of the school day (daily schedule adjusted to fit in club period) on 6 week cycles. Club themes vary by grade level and

sponsor. The AIG specialist sponsors a robotics club using the First Lego League curriculum. In middle school, besides similar club options on Wednesdays, students also choose a teacher-led elective each semester ranging in topics such as Journalism, Computer Science, Model UN, Psychology, etc. Other extracurricular opportunities facilitated by school staff include school wide competitions such as Battle of the Books, Scripps Spelling Bee, Geography Bee, Science Olympiad, etc.

*** Ideas for Strengthening the Standard**

1. Utilize more problem-based learning, genius hour and curriculum compacting with self-directed studies, thus incorporating more student-driven learning opportunities.
2. Ensure that students are receiving equitable service in their area(s) of identification.
3. Include the AIG specialist at leadership levels within the school.
4. Provide more transition information at transition points; elementary school-middle school-high school.
5. Increase school counselor involvement with AIG students along with services that directly address the social and emotional needs of highly gifted students.
6. Provide more flexible and student-centered scheduling at all grade levels.
7. Provide more professional development regarding the variety of needs within the AIG population.
8. Expand extra-curricular opportunities.

The addition of another AIG teacher would better serve Kestrel's gifted students. Currently one full time teacher monitors and implements DEPs/services for almost 100 students. The additional AIG teacher, in a part-time capacity, would work with identified students, and students in the Talent Development Program in grades K-3, which often requires specialized strategies for young students. This would allow the full-time AIG specialist to focus on grades 4-8 where there is a greater number of formally identified students, and students in the Talent Development Program.

Planned Sources of Evidence

- * Transition plans.
- * Guidance counselor professional development agendas.
- * Student feedback regarding scheduling and affective needs.
- * Meeting Agendas
- * AIG Program Outline, AIG Services Roster
- * List of extracurricular programs

Documents

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

Standard 3: Differentiated Curriculum and Instruction

Kestrel Heights School (32D) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

Gifted students require curriculum and instruction beyond grade level expectations in their areas of strength. The NC Standard Course of Study is adapted for advanced learners through AG enrichment units and through differentiated instruction in the regular education classroom K-8.

Enrichment:

KHS defines enrichment as adding to the NCSCOS. The AIG specialist develops and implements programming that is related to the SCOS but may not be directly referred to in the SCOS. This programming must be rigorous and impact skills specified under the SCOS. Enrichment opportunities relate to affective needs as well. This service is facilitated through pull-out small group instruction with AIG and/or Talent Development students.

Extension:

KHS defines extension as exploring the SCOS with opportunities directly related to SCOS. The AIG specialist and classroom teachers take a SCOS focus and allow students to follow interests that begin with that SCOS focus. This is student driven learning. Extension modalities may be designed to support affective needs in addition to intellectual

needs. This service is facilitated through pull-out small group instruction as well as the regular classroom setting with AIG and/or Talent Development students.

Acceleration:

Students demonstrating mastery of grade level curriculum as demonstrated by assessment data may be subject accelerated to a higher grade level. In this instance, a student's instruction, practice, and assessment will take place in a different classroom so they can have better access to content appropriate to their needs. Decisions on subject and/or grade acceleration will be made with input from the parents/family, lead teachers, administration, and the AIG specialist. The final decision will be made by the Executive Director. Master schedules will be coordinated to facilitate implementation of subject and/or grade acceleration.

Serving a Range of Advanced Learners:

- Range of learners includes identified and advanced learners not identified as AIG (Talent Development), and transfer students not yet placed.
- KHS uses the I-Ready program to facilitate blended learning K-8. KHS students follow the I-Ready My Path, which creates a personalized learning environment through accelerated pacing and differentiation for advanced learners showing a need for advanced concepts. I-ready is embedded in the AIG program and MTSS structure with progress monitoring and benchmark diagnostic reports, which provide data analysis for decision making in terms of appropriate instructional intervention strategies.
- The KHS AIG Committee may direct the inclusion of students as Talent Development based on a student's near placement. The goal is to continue looking for growth/maturity of the student.
- The inclusion of other Talent Development students in all other instances is determined by the AIG specialist based on: Professional observations, Knowledge of available space, Membership of the school, Prior growth of individual students in the Talent Development program, Focus of the semester academically (such as reading or math where applicable).
- Talent Development status is flexible. Students may move in and out of the Talent Development program. Talent Development status is not AIG placement.

- The Talent Development group in grades K-3 refers to a group with no identified AIG students. These groups will use this structure: Meet one time or two times per week to allow the AIG specialist to serve identified students more frequently.
- In grades 3-8, blended groups of AIG identified students and Talent Development students will use this structure: AIG blended groups are limited to the average class size in the school at that grade level. AIG blended classes must be made up of a majority of identified AIG students. Selection of students added to AIG blended groups follows the AIG Plan guidelines.
- Service to identified AIG students, transfer AIG students and students as directed by the AIG Committee is an absolute priority. Therefore, the AIG specialist determines the inclusion of other students based on professional training and the KHS guidelines.
- Service to identified AIG students, transfer AIG students and students as directed by the AIG Committee must be provided in the area(s) of identification and in equal amounts of time for the area(s) of identification.
- Identified students must be served as a priority over non-identified students.
- The majority of the specialist's time is engaged in serving identified students.

Implementing Enrichment, Extension, Acceleration:

- Acceleration is utilized on a case-by-case basis as appropriate for individual students.
- Advanced coursework in middle school (including high school credit coursework at the middle school level) is implemented and directed by the Middle School Department.
- Groups composed entirely of AIG students are limited to the average class size in the school at that grade level.

AIG Specialist:

- Assist in creating curriculum to serve students.
- Co-teach, model teach, pull out, and push in as best suits student and school needs.

- Provide resources and opportunities for enrichment and extension of AIG students and Talent Development students.
- Facilitate students of similar needs and interests working together.

Classroom Teachers:

- Use flexible grouping and scheduling.
- Work cooperatively with the AIG specialist to create appropriate opportunities for gifted students and advanced learners for differentiation and extension of the NCSCOS.

Administrators:

- Monitor and observe classroom differentiation implementation.
- Monitor growth of AIG students on EOGs and EOCs as outcomes of differentiation employed in classroom settings.
- Provide common planning time for the AIG specialist and classroom teachers.
- Effectively group AIG students to best utilize classroom teachers and AIG specialists.
- Schedule AIG sessions for reading identified students and for math identified students in equal amounts of time.
- Schedule the AIG specialist's time so as to serve identified students more than Talent Development students.

*** 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.

To respond to students' unique learning needs and continue cultivating potential in all students, the AIG specialist and classroom teachers of advanced classes use multiple instructional strategies.

AIG Specialist:

- Collaborate with the Director of Curriculum and Instruction and Executive Director to plan and provide professional development regarding instructional practices.
- Provide on-site assistance as requested by school administrators and classroom teachers.
- Collaborate with teachers in grouped classrooms to provide assistance.
- Design curriculum for teachers/students as is allowed by scheduling.
- Provide resources for teachers and students both as source material and instructional strategy information.
- Recommend implementation methods for various differentiation strategies.
- Set goals (student selected goals: affective, academic, others) with students at the beginning of each school year and review progress.
- Co-teach, model teach, pull out, and push in as best suits student and school needs.
- Provide individual or group services to 2e students as needed.
- Provide support for affective needs.
- Utilize a variety of strategies including interest inventories, 7 Habits for Highly Effective Students, learning profiles and others.

Classroom Teachers:

- Use appropriate differentiation strategies.
- Work with the AIG specialist to develop curriculum and strategies when appropriate and is allowed by scheduling.

- Understand co-teaching, modeling, pull out, and push in methods to advance instruction.

Guidance Counselors:

- Revisit “myths” regarding gifted students and their education to assist teachers and students.
- Support students by advocating for the use of DEPs.
- Provide affective support to AIG students in conjunction with the AIG specialist and classroom teachers.

Administration:

- Provide time in faculty sessions for the AIG specialist to review student needs, AIG services, and differentiation strategies.
- Promote use of differentiation for AIG students.
- Provide flexibility of scheduling to meet the AIG specialists’ required duties.
- Group students to provide maximum efficiency in use of personnel.

At all grade levels, classroom teachers differentiate to further respond to students’ academic and social/emotional needs through, but not limited to, the following instructional strategies:

- Curriculum compacting.
- Socratic and Paideia Seminars.
- Project Based Learning.
- Problem Based Learning.
- Higher Order Questioning.

- Flexible Grouping.
- Critical Thinking.
- Genius hour.
- Independent learning contracts.
- STEM and STEAM.
- Choice boards using multiple learning modalities and expectations.
- Production with technology.
- Tiered lessons.

At the elementary school level, administration is encouraged to implement cluster grouping within grade levels of identified students. Clustering of AIG students (defined as a group of 5-7 identified students) allows students of similar interests, readiness, and abilities to work together. The AIG Specialist extends these instructional strategies through daily or weekly pull out services.

At the middle school level, The AIG specialist collaborates with teachers of advanced English/Language Arts and Math courses to ensure the above listed strategies are implemented. The AIG Specialist extends these instructional strategies through daily or weekly pull out services. AIG students at the middle school level also have the option to take 7th grade compacted math (7th/8th standards), Math I in 8th grade, Math II and World Language courses through the North Carolina Virtual Public School (NCVPS).

*** Practice C**

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

In order to appropriately challenge learners, it is critical that KHS continues to identify, create, and use a variety of authentic resources to extend, enrich, and supplement the curriculum. The AIG specialist and classroom teachers of advanced learners are encouraged to attend professional development opportunities focused on instructional

resources that can be shared with other teachers. The AIG specialist is encouraged to attend the annual NCAGT (North Carolina Association of Gifted and Talented) conference to find new resources and strategies for our students. KHS can support financially as funding allows.

Instructional units have been developed for the AG elementary and middle classrooms using a variety of research-based supplemental resources and materials (Primary Education Thinking Skills Curriculum K-3, William & Mary Language Arts and Math Advanced Curriculum 3-8). Units of study provide students with rich, culturally diverse text, conceptual themes, advanced literary analysis, and vocabulary development. The units include classic literature studies, service learning, Socratic seminars, authentic performance tasks, simulations, and engaging scenarios. They are designed to provide outlets for creativity, convergent and divergent thinking, and discovery during the weekly pull-out sessions. While the units are based on high frequency grade-level standards and align as much as possible with classroom pacing, they are not designed as curricular extensions of daily classroom instruction.

The AG specialist has established a professional library of research-based materials that are available to classroom teachers. Resources in the library include materials that are broad-based gifted education theory and research as well as materials that provide specific lessons and strategies that teachers can implement in their instructional plans. Digital and print resources are available upon request. The resources are curated to support teachers in the development and implementation of differentiated lessons and experiences.

Supplemental Resources / Curriculum:

- First Lego League Robotics Curriculum (grades 3-8)
- P.E.T.S. - Primary Education Thinking Skills Curriculum (K-3)
- College of William & Mary Center for Advanced Education Curriculum - Math and Language Arts (grades 3-8)
- Challenging Units for Gifted Learners: Teaching the Way Gifted Students Think - Math and Language Arts (grades 6-8)
- 10 Performance Based Projects for the Language Arts Classroom (e-book)
- 10 Performance Based Projects for the Math Classroom (e-book)
- 10 Performance Based Projects for the Science Classroom (e-book)

■ 10 Performance Based STEM Projects (e-book)

*** Practice D**

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

Teachers of all students incorporate 21st century skills and content focusing on Critical Thinking, Collaboration, Creativity, Curiosity, Leadership, and Communication. The AIG specialist will collaborate with classroom teachers and other specialists to create integrated units incorporating support for 21st century skills, content, and technology.

- The AIG specialist creates and/or utilizes problem-based learning units that include real world applications. Enrichment units are intentionally developed to include global inquiry and to emphasize social responsibility through service learning. Through these units, students build and apply skills in critical thinking, problem solving, communication, collaboration, leadership, and metacognition that support student success in the classroom. Passion projects are utilized as a summative performance task embedded at the end of each enrichment unit. Passion projects are student-selected research and presentation projects that incorporate student choice, passion, curiosity, creativity, and interest to apply the skills or concepts of the enrichment unit.
- The Primary Education Thinking Skills curriculum (K-3) is a systematized enrichment and diagnostic critical thinking skills program. Lessons are presented in convergent analysis, divergent synthesis, visual/spatial thinking, and evaluation, suitable for grades K-3. The program aligns to the higher levels of Bloom's Taxonomy. PETS helps build behavioral portfolios for talented learners that support a differentiated approach to their education, and offers opportunities for learners with different strengths to shine.
- The Lego Robotics Curriculum (3-8) is founded on core values which also promote future ready skills:
 - Discovery: We explore new skills and ideas.
 - Innovation: We use creativity and persistence to solve problems.
 - Impact: We apply what we learn to improve our world.

- Inclusion: We respect each other and embrace our differences.
- Teamwork: We are stronger when we work together.
- Fun: We enjoy and celebrate what we do!

- Middle School students can also select a variety of elective courses which are interest-based, provide connections to the real world, and address the future-ready skills needed to be successful in career and college endeavors (Computer Science, Psychology, Journalism, Model UN, etc.). Kestrel Heights’ one-to-one initiative allows students to extend their knowledge acquisition and content manipulation to the digital realm, helping to develop crucial technological skills.

*** Practice E**

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

A variety of summative and formative assessment data is available to teachers and the AIG specialist (I-Ready, BOG, EOG, EOC, IOWA, CogAT) for review as they monitor the impact of AIG services in the school. The AIG Committee will continue to work with MTSS at the school level to ensure review of ongoing assessments and that advanced learners are a part of the process. I-Ready diagnostic benchmarks are completed in the fall, winter, and spring to inform flexible grouping decisions and aid in appropriate differentiation of curriculum and instruction.

AIG Specialist:

- Employ multiple and appropriate assessments to determine Talent Development students.
- Use data to assist classroom teachers with and/or design differentiated curriculum as allowed by scheduling.
- Monitor academic progress of AIG students for inclusion in flexible groups.
- Monitor academic progress of Talent Development students to inform inclusion decisions.

- Use differentiation strategies such as curriculum compacting, tiered assignments, interest-based units, to best meet the needs of gifted learners.

Classroom Teachers:

- Monitor academic progress.
- Differentiate and adapt classroom teaching to meet the needs of students who have already mastered content to be taught.
- Deliver appropriate instruction for students who master content quickly.
- Use differentiation strategies such as curriculum compacting, tiered assignments, and interest-based units to best meet the needs of gifted learners.
- Ask for assistance from the AIG specialist.

Administration:

- Create flexible grouping opportunities.
- Monitor for differentiation and adapted curriculum.
- Foster and support cooperative planning for differentiation.
- Facilitate Kid Talk Data Meetings quarterly to allow collaborative planning with teachers, instructional support staff, and the AIG specialist. Allow time to analyze the growth of gifted students to determine the overall effectiveness of instruction, as well as the implications of differentiation in the classroom.

*** Practice F**

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

The social and emotional needs of gifted students continues to be an area of focus as the needs of advanced students are wide and varying. Through the practice of cluster grouping, the AIG specialist and classroom teachers are able to facilitate instruction with small groups of like-minded students. When the AIG specialist works with advanced students in pull-out situations, curricular practices that meet the social and emotional needs of advanced learners can be implemented. Instructional settings such as cluster grouping or pull-out services with the AIG Specialist provide gifted/advanced learners opportunities to be with peers who share similar academic abilities, intellectual curiosity, and social and emotional needs.

AIG Specialist:

- Assists in offering opportunities for students to develop socially and emotionally through various programs such as mindfulness and literary analysis of appropriate books or short stories.
- Creates learning opportunities that address the needs of AIG learners for all stakeholders.
- Provides faculty, guidance counselors, and administrators with information and/or professional development opportunities regarding the social and emotional needs of gifted students.
- Addresses the affective needs of gifted learners and “myths” about gifted students in presentations to faculty.
- Assists with information, curriculum, and strategies to support educators, guidance counselors, parents/guardians, and students in this area.
- Advocates for equitable treatment of AIG students within classrooms including use of DEP recommendations for needed affective support strategies.
- Monitors the implementation of programs for social and emotional needs of students. (Such as literary discussion units with themes applying to students' social and emotional needs and mindfulness.)

Classroom Teachers:

- Attend professional development regarding AIG students' potential affective needs.
- Know the unique affective needs of gifted students.

- Coordinate with guidance counselors, teachers, and others as necessary to obtain and deliver appropriate services.
- Use DEP recommendations for needed affective support strategies at all grade levels.

Guidance Counselors:

- Attend professional development regarding AIG students' potential affective needs. (Asynchronous development which may lead to difficulties with social/peer relationships, perfectionism, situational stressors, underachievement, pressure from families and/or self , overexcitabilities, search for identity, test anxiety)
- Coordinate with the AIG specialist, teachers, and others as necessary to obtain and deliver appropriate services.
- Support students in scheduling to meet student interest and goals and to appropriately challenge students.
- Advocate for equitable treatment of AIG students within classrooms including use of DEP recommendations for needed affective support strategies, K-8.
- Deliver services for AIG students at all levels.
- Implement "Kimoichis" - Social/Emotional curriculum (K-5)

Administration:

- Understand the possible behaviors gifted students may exhibit in and out of the classroom.
- Support flexibility of scheduling for strategic interventions and student academic needs.
- Require guidance counselors and other faculty to attend professional development regarding affective needs.

KHS has adopted the Mind Brain Education (MBE) professional development curriculum from the Center for Transformative Teaching and Learning at St. Andrew's School. All staff are required to complete the year long course to be certified in Mind Brain Educational Science. MBE promotes the most promising research in how the brain learns, works, changes, and thrives. The research based strategies also address the social and emotional needs of students, including gifted learners.

*** Practice G**

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

Talent Development K-3:

- In K-3, the Talent Development program delivers services to students exhibiting a need for advanced content and critical thinking activities based on teacher observation and recommendation, as well as I-ready diagnostic report data. The AIG specialist works directly with K-3 students in small group pull out instruction using the Primary Education Thinking Skills Curriculum (P.E.T.S.).
- Students are also grouped flexibly in the regular classroom with similar advanced learners in reading and/or mathematics.
- Students in the Talent Development program are not identified as AIG. The goal of talent development/nurturing is to find potentially gifted students.
- The expectation is that K-3 classroom teachers differentiate instruction for gifted learners. Assistance from the AIG specialist is given upon request.
- The AIG specialist monitors students' needs and progress.
- Student selection for Talent Development is done by the AIG specialist based on:
 - I-Ready diagnostic growth report data.
 - Professional observations.
 - Knowledge of available space.
 - Prior growth of individual students in the program.
- Flexible grouping. Talent Development status is flexible. Students may move in and out of the Talent Development program.

- “Enrichment group” in K-3 refers to a group with no identified AIG students. These groups will use this structure:
- Maximum 10 students.
- Meet one or two times per week to allow the AIG specialist to serve identified students more frequently.

Classroom Differentiation and Instruction K-3:

- Based on classroom and school-wide assessments, K-3 students participate in leveled reading groups and receive instruction appropriate to their needs.
- In some instances, K-3 students participate in reading groups with classes one or two grade levels above their assigned grade.
- Grade level teams also provide an advanced math group for instruction on a particular strand as needed for a specific cluster of gifted learners.
- The AIG specialist is available to assist in development of strategies or design of curriculum for K-3 teachers as is allowed by scheduling.
- The AIG specialist participates in the planning of anchor activities for K-3 students who need different challenges. The NCDPI Advanced Learning Labs are an example of one resource used for this purpose.

*** Practice H**

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

Shared Responsibility for Advanced Learners:

- The expectation is that all classroom teachers and specialists, such as ESL and EC specialists, differentiate instruction for advanced learners.

- The AIG specialist will assist grade levels, individual teachers, other specialists, and administration with design of curriculum and implementation.
- Administration will monitor subgroup test results.
- At the request of an administrator, the AIG specialist will work with teachers needing particular assistance with incorporating differentiation. Appropriate methods for this assistance include but are not limited to:
 - Co-teaching.
 - Model teaching.
 - Designing materials and curriculum that coordinate with classroom goals as is allowed by scheduling.
 - Coaching.
- The AIG specialist cultivates relationships with teachers to the degree possible in order to assist with incorporating differentiation.
- Currently, the Exceptional Children's Program, English Language Learner Program, and the AIG Program are supervised under the guidance of the Executive Director, who is also the Director of Federal Programs. This facilitates interaction among program facilitators, which provides information about all curriculum and differentiation issues to AIG, ELL, and EC specialists.
- Schedules, as possible, enable the AIG specialist to attend grade level planning, Kid Talk meetings, and PLC meetings.
- Rosters of AIG and Talent Development students are shared with classroom teachers, specialists in Exceptional Children and ELL (and other specialists as needed), and administration. Rosters are updated as changes occur.
- Twice-exceptional (2e) and ELL students fall under the care of multiple specialists. Information about best practices, student performance issues, affective needs, and knowledge of various communities within our school is exchanged among these specialists both in written and verbal forms. Specialists support identification of these special populations when appropriate.

Collaboration among instructional staff working with AIG students results in differentiated curriculum and instruction for students that builds upon topics and content in regular education classrooms, is appropriately challenging, incorporates social/emotional learning (SEL), and is a continual, daily process.

*** Practice I**

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

When a child is identified as AG/AIG/IG, the parents/guardians are notified and invited to attend an Initial Placement Conference to discuss service delivery and develop a Differentiated Educational Plan (DEP)/Individual Differentiated Educational Plan (IDEP). After collaboration and development of the DEP, the AIG Specialist/Teacher will provide the parent/guardian with a copy of the AIG Parent Handbook. The parent/guardian also receives a copy of the DEP. The DEP should be accessible to each teacher responsible for implementation. In addition, each teacher of the student shall be informed of the specific responsibilities related to the implementation. A parent/guardian may request a review of the plan at any time to assure the student is provided services best matched to their needs.

An annual review is conducted in the spring with parents/families/guardians for each elementary and middle school AIG student to ensure appropriate services are matched to student needs. The match of services is based on student progress reports, report cards, standardized achievement test scores, and/or informal assessment data. Parents, classroom teachers, and the AIG Specialist will indicate any change in services on the DEP/IDEP before signing. If the annual performance review indicates that a student is not performing satisfactorily and a change in services may be required, the team and parent/family will collaborate to match service needs or develop an Intervention Plan.

Annual DEPs:

- Each school year, grade level classroom teachers collaborate with the AIG specialist to complete a Differentiated Education Plan (DEP) for identified gifted students in K-8. The DEP is developed using a standard format. The DEP outlines the program service options and differentiation plans for AIG students across the grade levels in the school.

- The AIG Committee reviews all grade level Differentiated Education Plans.

- IDEPs are created for students requiring special services. For example:

- Students with 504 Plans.

- Twice-exceptional students.

- Students in need of specific social/emotional support.

- Underachieving students needing specific intervention strategies.

- Exceptionally gifted students.

- Both the IDEP and the DEP contain specific topics/strategies and definitions thereof.

- Parents/Guardians receive a copy of the DEP/IDEP at the end of the third quarter. After receipt, parents/guardians have the option to schedule a conference to discuss any questions or concerns about the DEP/IDEP.

- DEPs are included in cumulative files and are sent on to the receiving school when a student leaves KHS.

Identified AIG students and parents/guardians also receive a quarterly AIG progress report, which includes attendance data, academic progress, motivation/participation behaviors, and teacher comments/observations. The AIG progress report provides additional communication regarding the AIG student's progress towards meeting the goals outlined on the DEP/IDEP.

Students identified as Twice-Exceptional (area of identified learning difficulty and criteria to meet AG/AIG) can use their IEP as the AIG IDEP; however, collaboration and clear articulation should be made between departments to ensure Twice-Exceptional Students are receiving both EC and AIG services.

*** Ideas for Strengthening the Standard**

All Stakeholders:

1. Collaborate with all stakeholders to support development of AIG differentiation and enrichment units in all classrooms.
2. Recognize and instill the idea that differentiation is a cooperative, daily need in all academic settings.
3. Work to ensure communication continues with students, teachers, guidance counselors, and administration.

Administration:

1. Assist in implementing strategies that address the needs of advanced learners.
2. Group students to effectively utilize classroom teachers and specialists.
3. Group students for interaction with like-minded students.
4. Monitor differentiation in the classroom, including Honors/AP classrooms.

AIG Specialist and Classroom Teachers:

1. Create opportunities within all classrooms to include research, creativity, innovation, contextual learning, leadership, adaptability, and affective skills.
2. Use data from formative assessments to differentiate and adapt classroom teaching for students who have already mastered content to be taught or who master content quickly.
3. Make the school AIG specialist available via scheduling and flexibility to assist in development/explanation of strategies or design of curriculum for K-3 teachers use.
4. Create flexible groups within the classroom and within the Talent Development program.

Planned Sources of Evidence

* AIG schedules.
* Cooperative lesson plans.
* Differentiated lesson plans from teachers.
* Administrative observations.
* Classroom rosters with grouped students.

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

Standard 4: Personnel and Professional Development

Kestrel Heights School (32D) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 4: Personnel and Professional Development

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

*** Practice A**

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

Kestrel Heights School employs an AIG licensed specialist to guide, plan, develop, implement, revise, and monitor the local AIG program and plan. The AIG license may be obtained through appropriate coursework or Praxis assessment, which is aligned to NCDPI guidelines and state legislation.

Roles and responsibilities of the AIG-licensed educator as lead coordinator/specialist:

- Lead revision of the AIG plan every three years.
- Ensure the components of the AIG Plan are implemented.
- Evaluate the effectiveness and appropriateness of services to gifted learners.
- Coordinate professional development activities for teachers of gifted learners.
- Interpret gifted education program goals and objectives to system personnel.
- Develop and disseminate gifted education program information to stakeholders.
- Facilitate the AIG Advisory Board (AIG Committee).

- Serve as liaison to NC Department of Public Instruction, including monitoring of state requirements, headcount data, and reporting procedures.
- Assist with the financial management of the program.
- Coordinate information pertaining to gifted students between departments.
- Communicate with directors and other administrators.
- Analyze program data and develop programming accordingly. This may include obtaining resources and securing or creating professional development.
- Develop and facilitate parent information sessions.
- Create and revise program documentation.
- Monitor diversity of programs.
- Monitor compliance with the plan.
- Participate in the MTSS committee in order to effectively represent, provide information about, and advocate for the AIG program within an MTSS context.
- Facilitate the screening, referral, and identification processes K-8.
- Maintain documentation of student identification evidence and services provided.
- Provide leadership and advocacy for the needs of AIG learners K-8.
- Participate in professional development opportunities, including regional and other statewide meetings to support gifted programs (NCDPI AIG Coordinator Institutes, NCAGT conference, monthly regional and state meetings and webinars).
- Develop partnerships with and communication strategies for families and the community to support the AIG program.

*** Practice B**

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

The AIG coordinator/specialist role at Kestrel Heights is a K-8 position. Duties and responsibilities are shared equally between the elementary school and middle school.

Roles and Practices of the Licensed AIG Specialist:

- Oversee the implementation of the AIG plan in the school.
- Adapt the NC Standard Course of Study (SCOS) K-8, 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.
- Employ 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.
- Select and use a variety of research-based supplemental resources that augment curriculum and instruction.
- Foster the development of 21st century content and skills at an advanced level.
- Use ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.
- Create affective curricular and instructional practices which support the social and emotional needs of AIG students.
- Cultivate and develop the potential of young (K-3) students through purposeful and intentional strategies and differentiated curriculum and instruction.

- Develop and document a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-8 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.
- Develop partnerships with parents/families and the community that are intentional and meaningful to support the academic, intellectual, social, and emotional needs of gifted students.
- Encourage extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.
- Implement student screening, referral, and identification processes consistent with the AIG plan.
- Maintain accurate and appropriate records related to gifted education procedures which include AIG files, documentation for AIG plan, and PowerSchool.
- Create and implement a plan for regular communication in various forms (i.e. actively maintained website, newsletter, email listserv, etc.) with parents and families of AIG students.
- Participate in the MTSS committee in order to effectively represent, provide information about, and advocate for the AIG program within an MTSS context.

*** Practice C**

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators.

The AIG specialist at Kestrel Heights comprises the entire AIG department for all grades K-8, and facilitates all aspects of the AIG program and plan. Kestrel Heights teachers are expected to differentiate their instruction and curriculum to meet the needs of all students, including advanced learners. Professional development to address the needs of advanced learners includes:

- An introduction to the AIG program and AIG learners for all new teachers and staff as part of new faculty orientation.
- Training to address the specific needs and challenges of AIG learners. Training includes proper implementation of the observation tools used for identification.
- Professional development around creating and delivering curriculum for differentiation to meet the needs of all students.
- Coaching sessions between the AIG coordinator and regular classroom teachers by request to provide individualized professional development regarding differentiated curriculum and instruction.

The AIG Specialist:

- Foster collaboration to create an atmosphere of “AIG, All Day, Every Day” service for students. This includes the equity and excellence initiative to change mindsets, policies, and practices:
 - Reframe the lens of how we view students
 - Use equitable identification practices
 - Provide a range of services within the program
 - Foster talent development
 - Collect and use meaningful data
 - Provide focused professional learning opportunities
- Secure professional development dealing with differentiated content delivery and social/emotional needs. This may be presented by the AIG specialist or external sources. The NCDPI AIG Booster Shot series of professional development can be used to fulfill this task.
- Develop or locate professional development for EC and ESL specialists, guidance counselors, school administrators, and other personnel regarding:

- 2e students.
 - “Typical” and “Atypical” gifted students.
 - Affective social and emotional needs.
 - Advocating for all gifted students.
- Administration:**
- Provide opportunities for the AIG specialist and other support staff to collaborate with classroom teachers and support differentiation
 - Ensure all educators receive professional learning on the role of gifted education within a Multi-Tiered System of Supports (MTSS).

*** Practice D**

Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.

The majority of instruction at KHS occurs through differentiation in the regular classroom, through small group enrichment, or AIG pull-out classes. The AIG Specialist implements professional development to ensure regular education teachers have the necessary skills and abilities to work with gifted learners. All lead teachers receive professional development that includes meeting the needs of AIG students each year, including the AIG Booster Shots series. The AIG Specialist has earned an AIG add-on license and classroom teachers are encouraged to meet the LEA requirements to deliver direct instructions to gifted learners. Recognition is provided at the local level (staff meeting, board meeting) for teachers completing AIG add-on licensure or completing the LEA requirements.

The AG Specialist annually provides scheduling and placement guidelines to assist with classroom planning for the following school year. These guidelines encourage clustering of AIG students in the fewest number of classrooms possible and placement of AIG students with teachers who have AIG licensure or have completed the LEA requirements. Cluster groups of 6-8 AIG students maximize opportunities for appropriate differentiation within the regular education classroom. AIG students are grouped with their similarly-achieving peers in the fewest grade level

classrooms possible and placed in the Advanced ELA and/or accelerated math courses according to their area of AIG identification. These students will be assigned to a teacher with AIG licensure or who has met minimum LEA requirements. In heterogeneously grouped science and social studies classes, all students are cluster-grouped (8-10) by ability such that any given classroom has a minimum number of ability levels for which to differentiate instruction. In order to monitor appropriate student placement and teacher assignment at the elementary level, the AIG Specialist collaborates with counselors and administration to verify student placement in classes prior to the beginning of the school year. At the middle school level, appropriate student placement in accelerated math courses is verified at the school level based on current criteria.

*** Practice E**

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

The AIG Specialist will work with the Director of Operations and Executive Director to support hiring practices for teachers with an AIG add-on license. Questions will be embedded in the interview process related to meeting the needs of gifted and advanced learners. Staff needs will be analyzed during the hiring process.

The AIG Specialist will also provide local professional development to prepare teachers and other support staff to earn AIG licensure through the Praxis exam. The possibility of financial assistance will be considered in collaboration with school administration to utilize appropriate federal or local funds to support these efforts. A teacher commitment to continue to serve KHS will be considered after earning an AIG add-on license with financial assistance.

*** Practice F**

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

The AIG Specialist at KHS is responsible for identifying the needs of the school and staff with regards to realizing equity and excellence in the KHS AIG program. A plan will be developed and implemented for providing professional learning opportunities that are ongoing and comprehensive to meet the school's needs regarding equity and excellence. Resources provided by NCDPI will be utilized, such as the Call to Action brief and Guidebook to change mindsets, policies, and practices.

*** Practice G**

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

Through professional development opportunities, the AIG Specialist addresses the need to increase the number and diversity of classroom teachers who meet the minimum LEA requirement for working with gifted students, to further teacher understanding of the unique attributes of gifted learners, and to build teacher capacity to provide appropriate rigor in instructional design in the general classroom. The annual Professional Development Plan (PDP) will align with best practices for gifted students such as project/problem-based learning, twice-exceptional learners, and social/emotional needs of gifted learners. This also aligns with the KHS goals of increased academic achievement, equity, culturally-relevant teaching and learning, safe schools, and family/community partnerships. The AIG Specialist collaborates with AIG Coordinators from across the region during quarterly AIG meetings and AIG Coordinator Institutes, as well as state or national professional conferences such as the National Association for Gifted Children (NAGC) and the North Carolina Association for the Gifted and Talented (NCAGT).

AIG Specialist:

- Seek opportunities for involvement in Leadership Teams, School Improvement Teams, the MTSS Committee, and PLCs.
- Create professional development to target school demands and needs relating to gifted and advanced learners in alignment with School Improvement Plan goals.
- Meet in PLCs and plan with teachers as schedules permit.
- Develop communication strategies outside of face-to-face for planning.
- Review collaborative strategies and curriculum with co-teachers or teachers utilizing AIG resources.
- Develop materials and strategies that demonstrate both cooperation in reaching classroom goals and appropriate materials and strategies for gifted students.
- Develop a brief AIG plan PD that covers the local AIG plan specifics.

- Use Kid Talk meetings and staff work days designated for PD to prioritize the role of MTSS and the necessity of high-quality differentiated instruction within the MTSS to effectively establish and maintain Kestrel's MTSS.
- Review implementation and fidelity of professional development.
- Evaluate professional development impact on student learning, including affective growth.

*** Ideas for Strengthening the Standard**

1. Create a consistent pattern for use of the AIG specialist in K-8.
2. Group AIG students for effective use of specialists and teachers.
3. Provide teachers with AIG groups planning time with the AIG specialist.
4. Develop KHS LEA requirements for teachers working with gifted students as PD.
5. Develop PD for teachers to acquire an AIG add-on license through the Praxis exam.

Planned Sources of Evidence

- * Schedules.
- * Documents outlining utilization of the AIG specialist.
- * Professional development agendas.
- * Faculty meeting agendas.
- * Cooperative lesson plans.

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

Standard 5: Partnerships

Kestrel Heights School (32D) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 5: Partnerships

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

*** Practice A**

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

- academic and intellectual
- social and emotional.

Within the current AIG plan renewal cycle, Kestrel Heights School intends to foster intentional, two-way partnerships through development of an AIG Partnership Committee. The committee will reflect the diversity of the school and involve stakeholders who share the common goal of advocating for the needs of gifted students from all populations, at all grade levels, and promoting community engagement around advanced learning.

The AIG Partnership Committee, led by the AIG Specialist and comprised of parents/family members, will:

- assist in implementing initiatives to intentionally engage parents and the community in meaningful ways that support gifted education. (guest speakers, special projects, mentorships)
- form partnerships with community stakeholders to enhance and gain support for the AIG program, including services and enrichment opportunities. (Environmental Protection Agency, Duke University, Snapology, etc.)
- develop and/or assist with parent/guardian/community information sessions and AIG family events

•extend learning opportunities throughout the year to families around such topics as: Developing a Growth Mindset in Gifted/Advanced Learners, Social and Emotional Needs of Gifted/Advanced Learners, Parenting a Gifted/Advanced Child, and other topics that increase parent/family understanding of supporting their child's unique academic, social, and emotional needs.

- support Career Day and other events that establish partnerships.

Quarterly AIG progress reports and annual AIG program parent surveys facilitate an on-going opportunity for families of gifted students to ask questions as well as share concerns and successes. They also provide intentional opportunities for parents to share how they would like to be involved with and supportive of the AIG program.

*** Practice B**

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

Kestrel Heights School is fortunate to be located in an area surrounded by a broad base of businesses, industries, and institutes of higher education that support AIG programming and services. Enhanced student learning through mentorships, outreach programs, interest clubs, enrichment camps, and field-based experiences provide opportunities outside of school programming. Local businesses provide a wide range of resources to support AIG programs. Within Durham's rich downtown area, organizations such as the Arts Council, Life and Science Museum, and Carolina Theater provide academic and aesthetic enrichment to students throughout the year. The goal of Kestrel Heights School is to ensure that students' needs are met academically and socially/emotionally.

Kestrel's AIG department has established these partnerships to enhance the AIG program and services:

- Snapology (<https://www.snapology.com/location/chapel-hill>) - Grades K-5, robotics, programming, summer camps, after-school programs, Minecraft, Lego
- NCDPI - AIG Coordinator Institutes, Regional AIG Meetings, Office Hours, Professional Development Webinars, etc.
- North Carolina Association for the Gifted and Talented (NCAGT) - Annual conference and professional development

- National Association for Gifted Children - Annual conference and professional development
- FIRST- Robotics and programming curriculum, First Lego League competitions (school, regional, state, national, international)
- Riverside Insights - Scoring and administration of AIG testing, Cognitive Abilities Test (CogAT), IOWA Test of Basic Skills (ITBS)
- Prufrock Press / Routledge - Advanced curriculum, Primary Education Thinking Skills Curriculum (P.E.T.S.), etc.
- College of William & Mary - Center for Gifted Education, Advanced Curriculum, Challenging Units for Advanced Learners in Mathematics and Language Arts
- Scripps National Spelling Bee - School Wide Spelling Bee Contest

*** Practice C**

Establishes and utilizes an advisory group to develop, implement, monitor, and revise the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents/guardians, AIG teachers, and other instructional and support staff.

Kestrel's AIG Advisory Committee collaborates to discuss, review, and refine the local AIG program and plan. It provides opportunities for development, implementation, and monitoring of the local AIG program and plan. The committee reflects the diversity of the school and involves stakeholders who share the common goal of advocating for the needs of gifted students from all populations at all grade levels.

The AIG Advisory Committee collaborates monthly to review the revised program standards and Kestrel's response to each AIG standard and practice. Multiple stakeholder groups are intentionally recruited with attention given to including diverse ethnic groups. The AIG Advisory meetings are convened with an agenda set by the AIG specialist. The current AIG Advisory Committee includes the following stakeholders:

- The AIG Specialist
- The Executive Director

- The Director of the Middle School
- EC Staff
- ESL Staff
- Middle School Teacher Representative
- Elementary School Teacher Representative
- Middle School Parent Representative
- Elementary Parent Representative
- Elective Specialist Representative
- School Counselor Representative

*** Practice D**

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

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

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

Information regarding the local AIG plan, program, and policies is shared in multiple ways to reach all stakeholders. Such forms of communicating with stakeholders include the following practices:

- The KHS AIG Plan and the NC Academically or Intellectually Gifted Program Standards are posted on the AIG webpage embedded in the Kestrel Heights School website. The AIG Plan is available at that site. The AIG

Parent Handbook, brochures, forms, and other information can be found there as well. All resources are translatable to multiple languages at the site.

- All forms, letters, and parent materials are available in both English/Spanish.
- Annually, the AIG specialist holds a parent information session for the parent stakeholders at Open House.
- A school newsletter is distributed on a bi-weekly basis, which includes AIG information. The AIG specialist will include information about opportunities in the school newsletter.
- The AIG specialist and other school personnel are always willing to speak with stakeholders and to answer questions and concerns.
- Parents/guardians, teachers, administrators, and community representatives serve on the AIG Advisory Committee.
- Activities, contests, and awards involving AIG students are shared as press releases on the KHS website, newsletter, and social media.
- As needed and as possible, a translator will be present at meetings and sessions for parents/guardians.

*** Ideas for Strengthening the Standard**

1. Continue to develop annual surveys to ask stakeholders, especially parents/guardians and students, for input regarding special opportunities for gifted learners.
2. Develop a database of partners who have particular expertise and are willing to share with students. Expand distribution of AIG information to businesses to establish partnerships.
3. Establish an AIG Partnership Committee to lead and guide the process of developing community partnerships and opportunities.
4. Develop an AIG/Enrichment section of Kestrel's website to promote the AIG program to potential parents/students and establish transparent communication between the AIG department and stakeholders.

Planned Sources of Evidence

- * Database of partners.
- * Schedule of presentations.
- * Events planned for students.
- * Completion of AIG section of Kestrel website. <https://kestrelheights.org/aig/>
- * Results of annual surveys.

Documents

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

Standard 6: Program Accountability

Kestrel Heights School (32D) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 6: Program Accountability

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

*** Practice A**

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

Kestrel Heights Charter School maintains a local AIG plan in accordance with state legislation and policy, which is reviewed and revised every three years. During this plan cycle, feedback from multiple stakeholders including both internal and external groups (i.e. students, parents, staff, community members, district leadership) was incorporated to intentionally design support for AIG program improvement and innovation.

- The AIG Advisory Committee develops and refines the AIG plan. The committee consists of the AIG specialist, administration, teachers, parents, support staff, and guidance counselors. The intention of the committee is to develop a comprehensive local AIG program based on self assessment and overall program goals in consideration of the local context of Kestrel Heights Charter School.
- ESL and EC personnel are also included in various meetings and stages of the development of the AIG plan to ensure a variety of perspectives.
- Local concerns such as student membership data, geography, grade level configurations, and personnel allotments are considered in developing the plan.

- The AIG Plan addresses the six standards and the practices of the 2021 NC AIG Program Standards as required by the NC SBE.

- DPI documents and resources were utilized in developing this plan (LEA Self Assessment Tool, NCDPI feedback from previous AIG plan review, Standards Unpacking Documents).

- The plan will be submitted to the Kestrel Heights School Board of Education for review and approval in May of 2022, and will be sent to the NC State Board of Education/Department of Public Instruction (SBE/DPI), no later than July of 2022. Revisions and modifications will be submitted no later than June of 2023.

*** 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.

Kestrel Heights School is a small K-8 charter school. The AIG specialist is involved in the development of the AIG plan as well as the implementation of all programs, policies, and practices. Monitoring of the AIG plan is also facilitated by the AIG specialist.

- The AIG specialist and the Director of Federal Programs review all program documentation for accuracy, completeness, and consistency.
- The AIG Plan is formally reviewed and revised every three years.
- The AIG Advisory Committee meets as scheduled (monthly) by the Director of Federal Programs or AIG specialist to discuss implementation/evaluation of the local plan.

In the spring semester, the AIG specialist will meet with the Executive Director to discuss:

- Evaluations/reflections of the current year's AIG program.
- Plan fidelity.
- Assistance for needed improvements, use of personnel, and curriculum enhancements.

*** 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.

- In our district, the entirety of allocated state funds are used for the salary of the AIG specialist.
- A local budget is prepared to provide essential services to students served by the AIG program, is aligned with the goals of the AIG plan, and is approved by the local Board of Education.
- The Executive Director monitors and approves/denies budget expenditures for the AIG program (Advanced Curriculum, AIG Testing Materials and Scoring Services, Professional Development).
- Alternate funding sources are suggested (grant funds) to establish new programs and meet the needs of the AIG program and its learners.

*** Practice D**

Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.

An annual analysis of performance is completed to ensure each gifted student continues to receive curriculum experiences that provide rigor, challenge and differentiation. Measures of student growth, including gifted students (as a subgroup), are looked at closely at the school level. During school PLT meetings, staff are trained on the interpretation of scores in order to appropriately respond to student needs. Teachers share this information with the AIG specialist so differentiated instruction can be maintained.

- The AIG specialist is also the service provider (teacher) for all AIG identified students, as well as students in the Talent Development program (K-8). This provides a unique perspective on trend data over time having the same service provider from year to year, and between elementary and middle school. The AIG specialist develops relationships with AIG students and families over time and can utilize the overall trend data to inform mindsets, policies, and practices.

- EOG and EOC test data is collected and analyzed in a spreadsheet for AIG identified students' performance as well as I-Ready diagnostic growth.
- A guidance counselor is available in addressing the academic, social, and emotional issues of any at-risk gifted student. Drop-out data is not applicable for a K-8 school.

*** Practice E**

Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education.

The proportionality of the Kestrel Heights AIG headcount is reflective of the student demographics in the district. While the AIG department strives to ensure ongoing nurturing and recognition of potential for all students, awareness of students who are culturally/ethnically diverse, economically disadvantaged, and English Language Learners remains a priority.

School subgroup percentages are compared to AIG representation percentages for those subgroups to determine which subgroups are under-represented in AIG identification and service. The AIG coordinator reviews the performance of student subgroups using I-ready data and the North Carolina EOGs as achievement indicators for growth.

(Effective 2022)

Kestrel Heights School Racial Demographics (421 total students):

Asian - 6%

Black - 56%

Hispanic - 18%

White - 13%

Multi-Racial - 7%

Kestrel Heights School AIG Racial Demographics (40 AIG students):

Asian - 11%

Black - 37%

Hispanic - 12%

White - 36%

Multi-Racial - 4%

Screening for Underrepresented Populations:

- KHS currently uses Form 7 of the CogAT, which has less emphasis on language use in math than the Form 6. Directions for the CogAT are made available to Spanish speaking students in Spanish.

Referral for Underrepresented Populations:

- ESL and EC teachers are approached for candidates who may be overlooked.
- All other specialists may refer students (art, music, dance, etc.).
- Students may refer themselves or other students for evaluation.
- Outstanding growth in EOG scores or WIDA / ACCESS scores assists EL students in being referred.
- Parents/guardians may refer students.

- Annually, a referral campaign takes place at a time designated by the AIG department. KHS encourages referrals through multi-media and multi-language communications.

Identification for Underrepresented Populations:

- WIDA / ACCESS data is added to gathered data for placement as applicable. WIDA / ACCESS is a second language evaluation tool.
- Scores from verbal, math, and/or non-verbal test areas may be used for placement in the student's area(s) of strength.
- Teachers of English Learners are approached to assist in understanding evaluation results.
- Exceptional Children's teachers are approached to seek out students who may have exceptionalities but may also be gifted. (twice-exceptional or 2e)
- The AIG Committee may consider acute circumstances affecting student performance (such as migrant or homeless status, certain illnesses, separations from parental support such as illness or death, ongoing/acute poverty), documented circumstances of exceptionality affecting testing abilities, EC status, ELL status.
- An Exceptional Children's teacher, English as a Second Language teacher, or other teacher may be added to the AIG Committee for additional understanding of evidence presented for placement.
- Data is tracked in numerous ways to continuously review our progress in placing underrepresented populations.
- Behavioral plans, 504 plans, Exceptional Children's status, physical limitations, EL status or other documented necessary accommodations do not prejudice student placement.
- Tests administered by AIG personnel as part of a student's evaluation may be given with testing accommodations as directed by a student's Individualized Education Plan, 504 Plan, or by teacher and concurring AIG specialist recommendation.
- Students may self-select portfolio items to submit in grades 3-8. This is student work accomplished entirely at school and with minimum assistance. Non-traditional assessments for consideration of screening, referral and

identification may include, but are not limited to, the following:

- Performance-based assessments
- Checklists with anecdotal notes
- Portfolios of demonstrated evidence
- Observations with anecdotal notes
- Gifted Behavior Scale Checklists
- Individual work products with evaluation rubrics
- Literacy Assessments
- Anecdotal/Case Studies

Addressing Under-Identification:

- If less than 10% of the student body is identified as AIG, the AIG Department will work closely with students scoring in the top 10% on screenings and other testing as appropriate.
- Nurture (Talent Development) programs will deliver services to students reflecting student membership.
- The AIG specialist and teachers will monitor growth in order to refer students as quickly as possible.
- An annual review is conducted by the AIG Committee to evaluate effectiveness in identifying under-represented populations.

All students identified as AG/IG/AIG in KHS are entered in PowerSchool by the AIG specialist. This practice provides an ongoing opportunity to monitor all students, looking for trends in identification. This information gives close attention to the screening and referral process. Through the ongoing data analysis, performance and retention of all underrepresented populations is carefully monitored.

AIG Department:

- Collects data from screenings to look at trends.
- Analyzes data from EOCs/EOGs related to the AIG subgroup.
- Analyzes headcount data:
- Proportionality among school identification rates.
- Demographic trends.
- Rate of identifications of all groups within the program.
- Have access to student membership data through the state/local data system.
- Referral data:
- Review referrals for appropriate referrals, referring parties, diversity.
- Subgroup growth data:
- Devise curriculum and/or strategies to increase student growth.
- Assist curriculum and instruction leaders in planning to reach student growth goals.

Data audits are conducted in the fall and spring to analyze variables that support student success, including a targeted review of under-, equal- or over-representation among students who are culturally/ethnically diverse, economically disadvantaged, English language learners, and twice-exceptional. Enrollment data for the school is used to support the measure for proportionality. The data is shared with the AIG Advisory Committee for further review. When disproportionalities exist among subgroups of identified students (gender, race, SES, ELL, etc.) the team members explore reasons for the differences and identify strategies to close the gaps.

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

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	8.21%	---	---	---	---	---
Male	---	---	---	---	---	---	39.29%
Total	---	6.72%	---	---	---	---	30.61%

Percent of Total AIG Students Identified as Dual Exceptionality

*** Practice F**

Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the local AIG plan.

- The Executive Director receives data on AIG licensed teachers.
- The Director of Operations (HR) is the repository for the licensure of all teachers.
- The AIG specialist is required to be AIG-licensed, or to be enrolled in coursework at a college or university leading to AIG certification. AIG certification may be achieved through appropriate coursework or a qualifying score on the Gifted Praxis exam.
- Teachers who have an AIG cluster of students are encouraged to take coursework leading to AIG certification or to participate in supporting AIG staff development.

*** Practice G**

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

- End of year surveys are administered to students, parents, and teachers directly reflecting the standards and practices in the NC AIG Plan.
- Email and whole school communication tools, such as Swift-K12 and Class Dojo, are utilized to inform parents/guardians of survey opportunities.
- Students are surveyed regarding their perceptions about the AIG program.
- The Executive Director and the AIG specialist are available via phone, email, and/or conference to parents/guardians and school personnel to discuss the AIG program.
- Contact information for the AIG specialist is available on the KHS website.
- The AIG Advisory Committee meets 2-3 times per school year to collect and analyze data, both formally and informally, to identify areas of program improvement.
- KHS will address the AIG Plan implementation in the School Improvement Plan.
- Parents/guardians, via the parent representative(s) to the school leadership team, the AIG Advisory Committee, and other school staff have the opportunity to respond to the AIG Plan implementation strategies as presented in the School Improvement Plan.
- Feedback is also gathered informally from collaborative teams such as PLCs and the MTSS team for ongoing reflection from those indirectly and directly involved with AIG programming.
- All feedback data will be analyzed to determine the effectiveness of the AIG program, including its integration with the MTSS.

*** Practice H**

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

All Community Stakeholders:

- May contact the AIG specialist or Executive Director to offer feedback.
- Have the opportunity to participate in the AIG Advisory Committee.
- Have representation on the AIG Advisory Committee.
- Have been engaged in focus surveys.

The AIG Specialist:

- Creates surveys for parents, students, and teachers addressing the standards and practices of the AIG program and plan.
- Creates review documents for the annual meeting with the KHS Board of Directors.
- Reviews the current plan and implementation of the plan.
- Reviews survey data and use of instructional time.
- Reflects on needed changes based on experiences.
- Helps construct changes.

To meet the needs of students, data is used for:

a. Short term objectives:

- Allocation of personnel.
- Allocation of instructional materials.
- Purchase of instructional materials.
- Driving instruction for AIG/Talent Development students.

b. Long term objectives:

- Determine areas to intensify communications.
- Evaluate the effectiveness of efforts to incorporate under-represented populations.
- Determine best educational approaches for our school configuration.

The KHS AIG specialist will use data to inform a review in anticipation of significant program changes in the next plan cycle. As KHS ensures all programs and services are effective in meeting the needs of gifted learners, evaluations of programming and service delivery will take place through a variety of venues (PLCs, Board Meetings, AIG Committee Meetings, etc.). It is an opportunity to reflect on the policies and practices of the gifted program and make informed, data-driven changes over the next three years.

*** Practice I**

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

The AIG specialist currently shares program evaluation data with the Executive Director, school administration, and with the local board when requested. In addition, the AIG specialist will provide summary data to stakeholders to help strengthen advanced learning opportunities through the KHS website. The AIG Advisory Committee will explore other avenues to share program evaluation data with the public. In addition, the AIG Plan and Parent Handbook will be posted on the KHS website.

*** Practice J**

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

In accordance with state law, Kestrel Heights School employs consistent processes for safeguarding the rights of AIG students and their parents/families. Written procedures that articulate informed consent regarding evaluation and

placement are followed throughout the screening process. Parents/families are informed of the procedures outlined in the Parent Handbook at the beginning of the referral process. Once a student is identified, parents/guardians are given the option to attend an initial placement meeting with the AIG Specialist. During this meeting, the AIG Specialist reviews all assessment data and the parent signs the Summary of Evaluation form, giving consent to services. Often the service delivery does not change since the student has participated in the talent development program; however, parents are officially notified and give consent to continued services through the initial placement meeting. During annual review meetings to discuss the Differentiated Education Plan, the AIG Specialist will review students' rights for reassessment, appropriate services, and enrichment opportunities. The AIG Specialist will ensure teachers, counselors, and administrators understand the policies, procedures, and practices in place to protect the rights of AIG students.

The process for reviewing transfers from other LEAs is articulated in the KHS AIG Parent Handbook. When a student identified as AIG in another district or independent school with a state-recognized AIG program enrolls at KHS, the parent/guardian will present all physical information regarding the student's identification for differentiated services. If this documentation is not available by the parent, the AIG Specialist or other designee will contact the student's previous school to request such documentation. Records will be reviewed by the AIG Specialist and the AIG Advisory Committee to determine previous differentiated services, then will match service delivery options available to the student's learning needs. Students will receive temporary services for up to an academic year while the AIG Committee reviews available records and collects any additional data as needed for students who may not initially meet KHS AIG identification criteria. (This might include observations and/or work samples for students.) AIG students in military families will be placed immediately according to Article 29B Interstate Compact on Educational Opportunity for Military Children § 115C-407.5. The Executive Director may choose to accept prior placement at his/her discretion.

Procedures for Resolving Disagreements:

Parents or guardians may request a review of Academically and/or Intellectually Gifted (AIG) services if they feel that:

- Kestrel Heights Charter School improperly failed to identify their child as an AIG, AG, or IG student, or
- The plan for the AIG Program has not been implemented appropriately in regard to their child.

Step 1: School Director Conference

- If a disagreement concerning AIG services is not resolved with the AIG Advisory Committee, the parent or guardian may file a written appeal of the committee's decision with the school director within five (5) school days.
- The school director shall schedule a conference with the parent or guardian within five (5) school days of receiving the appeal and, after reviewing the challenged recommendation with the AIG committee chairperson, shall respond in writing to the parent or guardian and AIG committee within five (5) school days after the parent conference.

Step 2: Appeal to the Executive Director

- If the disagreement is not resolved through the school director's conference, the parent or guardian may file a written appeal of the decision with the Executive Director within five (5) school days of receiving the principal's response.
- The Executive Director shall convene the AIG Appeals Committee and schedule a conference with the parent or guardian within five (5) school days of receiving the appeal.
- The Executive Director shall respond in writing to the parent or guardian and school director concerning the outcome of the review within five (5) school days after the conference.

Step 3: Appeal to Kestrel Heights School Board

- If the disagreement is not resolved through the AIG Appeals Committee's review, the parent or guardian may file a written appeal of the decision with the Kestrel Heights School Board within five (5) school days of receiving the response from the AIG Appeals Committee.
- The Board shall offer a final written decision to the parent or guardian within thirty (30) calendar days after receiving the appeal.

Step 4: State Level Grievance Procedure

-In the event that the local grievance procedure fails to resolve the 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 the review shall be limited to :

- (i) Whether the local school board administrative unit improperly failed to identify the child as an academically and/or intellectually gifted student, or
 - (ii) Whether the local plan has been implemented appropriately in 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 decisions 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.



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

*** Ideas for Strengthening the Standard**

1. In the spring semester, the AIG specialist will schedule a meeting with the Executive Director to discuss the current year's AIG program, fidelity with the plan, and next year's plans.
2. Assist school directors with planning to reach student growth goals.
3. The AIG specialist will be included in use of EVAAS data training as needed.
4. The school will address the standards of the AIG Plan implementation yearly in the School Improvement Plan.

Planned Sources of Evidence

* Notes from PLC meetings, Advisory Committee meetings, Board meetings, etc.

* EVAAS training.

* School Improvement Plan.

* Parent/Student/Teacher survey form and feedback results.

Documents

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

Local Board of Education Approval

Kestrel Heights School (32D) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

06/14/2022 

Original Application Submission Date: 06/15/2022

Documents

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <u>Local Board of Education Approval Template</u>	 <u>AIG Plan Approval Signature Page</u>

AIG Related Documents

Kestrel Heights School (32D) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Required Documents

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 Local Board of Education Approval Template	 AIG Plan Approval Signature Page

Optional Documents

Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	 Pathways for Gifted Identification
AIG Standard 2 Additional Resources	N/A	 Service Delivery Options
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	 Kestrel Heights AIG Website
AIG Standard 6 Additional Resources	N/A	 Parent AIG Handbook

Glossary

Kestrel Heights School (32D) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Phrase	Definition
--------	------------

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