

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

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Cardinal Charter Academy has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and relate to the categories related to NC's AIG legislation, Article 9B (N. C. G. S. 115C- 150.5). These best practices help to clarify the standard, describe what an LEA should have in place, and guide LEAs to improve their programs.

As our LEA continues to transform our AIG Program to better align to the AIG Program Standards, the LEA participated in a self-assessment process of our current Enrichment program, which involves multiple stakeholders. The information and data gathered during this process has guided our LEA in the development of this local AIG plan for 2019-2024. This local AIG plan has been approved by the LEA's Governing Board and sent to NC DPI for comment.

For 2019-2022, [Cardinal Charter Academy] local AIG plan is as follows:

Cardinal Charter Academy's Vision for local AIG program: Cardinal Charter Academy strives to provide a program to meet the needs of the whole gifted child - academically, socially, and emotionally. We recognize a responsibility to meet the needs of learners who demonstrate unique academic and intellectual ability while seeking to provide an academically challenging and rigorous program. We also recognize that these students, who have unique abilities, have mastered many of the grade appropriate curricular standards, comprehend material quickly, and are able to think more abstractly and analytically than the average age-appropriate student. We desire a program that will meet the needs of this unique learner through various content areas and to different degrees. This requires support and partnership between the school, a student's family members, and the community to enable these Academically and/or Intellectually (AIG) advanced learners to recognize their gifts and talents. We strive to support advanced learners through the use of scaffolded and

differentiated structures that are recognized within the field of AIG. These will assist our unique learners to develop their individual natural interests, gifts, and talents.

The ultimate goal is to assist these students in expanding their knowledge base while becoming life-long learners and productive citizens in a globally competitive world.

Cardinal Charter Academy’s Mission: The mission of Cardinal Charter Academy is to build a student-centered learning environment that is project-based and technology-driven in which students can reach their academic potential. We value academic success through the use of data to meet individual diverse student needs. Cardinal Charter Academy will foster a culture of innovation and inquiry using technology as the medium.

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

State Funding	Local Funding	Grant Funding	Other Funding

Standard 1: Identification

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

Practice A – Develops screening and referral processes that lead to AIG Identification at all grade levels

District Response:

A School-Based Committee for Gifted Education (SBCGE) team will be identified and include:

- a. LEA representative (Principal or Principal’s designatee)
- b. AIG coordinator
- c. General Education teacher(s)
- d. Exceptional Children’s teacher(s)
- e. Parent/Community Member

The LEA has developed a screening and referral process for all students that includes the following:

- a. Grades K-2 will have mCLASS and NWEA scores screened and the top 10% will be recommended for continued observation and/or enrichment.
- b. Grade 3-8 will have the top 5% of EOG scores and the top 10% of NWEA scores screened for referral to the SBCGE to begin gathering more data to build a comprehensive learner profile. Both teachers and parents/guardians may also nominate a student for further consideration, data collection, and the creation of a learner profile.

Practice B – Establishes a process and criteria for AIG student identification at all grade levels that provides multiple opportunities to reveal a student’s aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile

District Response:

The LEA will focus identification on grades 3-8. Grades K-2 will be screened and enrichment recommended for future talent development. Students in K – 2 that display extreme need will be addressed on an individualized basis.

Grades 3-8 – Once a student is enrolled, the LEA will determine if a student has been previously/recently recognized as AIG through PowerSchool or other notification from a student’s cumulative records.

- a. If identified and have been actively receiving services at another LEA (in NC or out of state):
 1. Communicate in written form with parents—letter or email
 2. Gather qualitative and quantitative information from student cumulative file, school/state databases
 3. Prepare a Differentiated Education Plan (DEP) for student
 4. Meet with parent/guardian of student to discuss placement and services
 5. Parent signature required on DEP before initial placement
- b. If unidentified or previously identified through a different LEA, but had been either exited and/or not receiving services within the previous 12 months:
 1. Nomination submitted to SBCGE (by previous school, teacher, parent/guardian)
 2. Obtain parent/guardian consent to evaluate student for AIG—written consent
 3. Notice of AIG Evaluation
 4. Gather qualitative and quantitative data to create a comprehensive learner profile--including, but not limited to:
 - i. EOG/EOC scores
 - ii. NWEA, mCLASS, or other achievement-based tests
 - iii. CogAT or other aptitude-based tests
 - iv. Qualitative learner profile (Google Form)
 - v. Observations (classroom performance, grades) and/or work samples
 - vi. Teacher Recommendation
 5. SBCGE evaluates comprehensive learner profile to determine eligibility for implementation of services
 6. Meet with parent/guardian of student to discuss eligibility and (if applicable) implementation of services
 - i. If student’s comprehensive learner profile does not indicate a need for AIG services, parent/guardian will be given written notice by the SBCGE.
 - ii. If student’s comprehensive learner profile does indicate a need for AIG services, a DEP will be prepared and shared with the parent/guardian.
 - iii. Parent signature required on DEP before initial placement

iv. Submit PowerSchool Reporting information to Data Manager.

The LEA will review the following criteria for determination of student eligibility as Academically Gifted —Math (AM), —Reading (AR), Intellectually Gifted (IG), or Academically and Intellectually Gifted (AI) . Suggested indicator tests (CogAT and NWEA) are representative examples of tests that may be considered by the SBCGE. These examples will not be the only established aptitude and achievement test indicators. The SBCGE reserves the right to create and/or expand acceptable criteria to include new/different assessments that will be inclusive of the LEA's demographics. Students who do not qualify for designation through the following criteria but demonstrate substantially high levels of accomplish in math and/or reading can submit a portfolio to be evaluated using the Alternate Pathway criteria to the SBCGE.

a. Academically and Intellectually Gifted (AI)

1. Student Aptitude

i. Student presenting with an aptitude test (such as the CogAT, etc.) scoring in the 95th percentile or higher in Math and/or Reading

2. Student Achievement

i. Student presenting with an achievement test (such as the NWEA, etc.) scoring in the 95th percentile or higher in Math and/or Reading for their chronological age

3. Classroom Performance

i. Student exhibiting potential need as evidenced by current year's grade for subject area, benchmark/common assessment data, work samples (2 work samples per area of suggested need (REQUIRED grade 3-5, OPTIONAL grade 6-8)

4. Qualitative Observation

i. Completed observations/checklists that targets gifted behaviors seen during school (by staff member) and outside of school (parent/guardian)

5. Students fulfilling the previous criteria will be designated as Academically and Intellectually Gifted (AI) in the area(s) that their comprehensive learner profile data supports.

b. Academically Gifted—Math and/or Reading (AG)

1. Student Aptitude

i. Student presenting with an aptitude test (such as the CogAT, etc.) scoring 91st – 94th percentile or higher in Math and/or Reading

2. Student Achievement

i. Student presenting with an achievement test (such as the NWEA, etc.) scoring in the 95st percentile or higher in Math and/or Reading

ii. Student scores in the 95th percentile or higher on the previous/current year's EOG/EOC

3. Classroom Performance

i. Student exhibiting potential need as evidenced by current year's grade for subject area, benchmark/common assessment data, work samples (2 work samples per area of suggested need (REQUIRED grade 3-5, OPTIONAL grade 6-8)

4. Qualitative Observation
 - i. Completed observations/checklists that targets gifted behaviors seen during school (by staff member) and outside of school (parent/guardian)
5. Students fulfilling the previous criteria will be designated as Academically Gifted (AG) in the area(s) that their comprehensive learner profile data supports.
- c. Intellectually Gifted (IG)
 1. Student Aptitude
 - i. Student presenting with an aptitude test (such as the CogAt, etc.) scoring in the 97th percentile or higher in Math and/or Reading
 - ii. Full Composite score (VQN) will be used to designate Intellectually Gifted (IG) for both Reading and Math if CogAT score submitted
 - iii. Partial Composite score (VN) will be used to designate IG in the area of Reading or Partial Composite score (QN) will be used to designate IG in the area of Math if CogAT score submitted
 2. Classroom Performance
 - i. Student exhibiting potential need as evidenced by current year's grade for subject area, benchmark/common assessment data, work samples (2 work samples per area of suggested need (REQUIRED grade 3-5, OPTIONAL grade 6-8))
 3. Qualitative Observation
 - i. Completed observations/checklists that targets gifted behaviors seen during school (by staff member) and outside of school (parent/guardian)
 4. Students fulfilling the previous criteria will be designated as Intellectually Gifted (IG) in the area(s) that their comprehensive learner profile data supports.
- d. Alternate Pathway with Portfolio submission for Academically Gifted (AG)
 1. Comprehensive learner profile will be submitted along with a portfolio containing all of the following for the SBCGE to evaluate:
 - i. Four (4) work samples per area of designation (math or reading)
 1. Evidence of Higher Order Thinking (HOT) in the "analyze", "evaluate", "create" range of New Bloom's Taxonomy requested
 - ii. Three (3) additional samples per area of designation (math or reading)
 1. Evidence of high achievement (90% or higher)

Practice C—Ensures AIG screening, referral, and identification procedures respond to underrepresented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

District Response:

The LEA recognizes and encourages its diverse populations to both achieve and excel. As of the 2018 – 2019 school year, our demographics include (approximately):

1. Caucasian/White 41.6%
2. Black/African American 20.2%

3. Asian/Pacific Islander 16.2%
4. Hispanic/Latino 11.0%
5. Multiracial 9.7%
6. Hawaiian/other Pacific Islander 0.6%
7. American Indian 0.4%

Within our LEA, approximately 12% of students receive Free/Reduced Lunch subsidy, 4.4% are designated as English language learners, and 12.2% are supported through the Exceptional Children's department. Due to the NC Charter School Lottery System, our school demographics have the capability of changing on a yearly basis. We will continue to monitor and analyze sub-group data and target underserved populations for nomination and referral. Students are expected to participate in mCLASS testing, NWEA, and EOG/EOC testing. Performance on these assessments will be used as initial screening agents for K – 8th grade students, which include those sub-groups that are traditionally under-represented (culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional). Additional depth may be necessary for screening and/or nomination of students who are English language learners, transient, economically disadvantaged, or have an identified disability. Our goal is to identify and serve all eligible students. The LEA will create a data baseline during this first year and will use that for comparison purposes moving forward. Additional professional development will be provided to expand staff understanding of what giftedness can “look” like and tackle common misperceptions.

Practice D—Implements screening, referral, and identification processes consistently with the LEA.

District Response:

The LEA has created measures to implement appropriate screening and identification for the majority of gifted students. Within the LEA, students will be screened using available standardized and growth-based assessments to monitor student performance/potential for performance and exhibited characteristics of gifted learners. Most gifted and highly gifted students are identified through the use of traditional aptitude and achievement measures coupled with various qualitative measures. We recognize that academically and intellectually gifted students come from all ethnic, geographic, and socioeconomic groups and that they are gifted in a wide range of academic and/or intellectual abilities. The process used to identify students in need of gifted services must be ongoing, reliant on multiple measures, free of bias, and non-exclusionary. In an effort to provide equity, the LEA must be clear and consistent in its practices. We understand that there may be disproportionate representation of various subgroups within the school-based population. This may be compounded by the yearly NC Charter School Lottery's potential to change the school's overall demographics. As a result, we intend to use all screening, nomination, and direct referral avenues available to serve gifted students. The LEA will also increase the overall staff participation in the student

nomination process and conduct a yearly internal audit of AIG records to ensure consistent processes. This audit will include monitoring volume of student referrals versus identified students per grade level, number and types of referrals (teacher, family, self—student), student participation in enrichment/extension & yearly progress, etc.

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

District Response:

The LEA will create and utilize an “AIG Parent Guide” that will include the following information:

1. Cardinal Charter Academy Academically or Intellectually Gifted Program general information
2. General school population screening process
3. Nomination and Referral process for determining gifted services eligibility
4. Services provided for identified AIG students

The LEA will also create and maintain an electronic-based resource that shares general information and announcements that pertain to the school’s AIG program and other related/relevant information for the community-at-large. This may be shared through a parent newsletter and/or parent information meetings (Cardinal Convos) throughout the school year. Professional development will also be utilized for all teachers and other stakeholders outlining the current screening, nomination, referral, and identification procedures yearly.

Practice F—Documents a student’s AIG identification process and evidence which leads to an identification decision. This documentation is reviewed with parents/families and maintained in student records

District Response:

The LEA will create and keep individual files for each student who has been nominated, evaluated, and has/had services provided for while at Cardinal Charter Academy.

Documentation can include:

1. Comprehensive learner profile
2. Qualitative data/observations
3. Quantitative data—aptitude & achievement assessment scores
4. Permission to Evaluate
5. Initial Differentiated Education Plan (DEP)
6. Yearly Progress Monitoring of DEP

Student identification process results will be reviewed with parents after initial identification. The LEA’s AIG program coordinator and a SBCGE member will review all student documentation yearly and will maintain all active student records. A copy of student progress monitoring will

be sent home to parents at least once per academic year and they may request to meet with a representative of the SBCGE to discuss student progress, questions, and/or issues at any point.

Ideas to Strengthen the Standard:

- Increase consistency of communication with school community and community-at-large regarding nomination and referral process
- Consistently review standardized and growth-based data (when new is available) to screen new and current students for nomination.
- Provide consistent, yearly professional development to teachers and staff regarding gifted behaviors, differentiation, and misconceptions of giftedness

Sources of Evidence:

- AIG Parent Guide
- AIG – related webpage for Cardinal Charter Academy
- Individual student files

[Standard 2: Comprehensive Programming within Total School Community](#)

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

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

District Response:

The LEA will deliver services for Academically and Intellectually Gifted students that are comprehensive in nature and address the unique learning needs of our gifted population. This will be accomplished by using differentiated curricula that enriches and extends the North Carolina Standard Course of Student (NCSCOS) and instructional opportunities directed toward the unique needs of the gifted learner. Students who demonstrate need based on their area of giftedness in Mathematics, Reading, or both content areas can be served in the following ways:

1. Grade K – 2nd --SSA (Math), flexible grouping in both Math & Reading, differentiated small group activities in both Math & Reading
2. Grade 3rd – 5th --SSA (Math), Enrichment pull-out group (Math and/or Reading), cluster grouping, flexible grouping, differentiated small group extension (Math, Reading, Science)
3. Grade 6th – 8th --SSA (Math), flexible grouping, advanced level class (ELA), differentiated small group extension (Math, Reading, Science)

Gifted learners may also participate in activities that will help encourage the development of critical thinking, collaboration, leadership, problem-solving, and social communication.

STEM/STEAM - based activities, Socratic learning, academic competitions, and student-led projects & conferences all several ways that these students can develop in a holistic manner. Staff will be given access to student DEPs so that they may differentiate classroom instruction. Specified staff will help provide direct and indirect support for regular education teachers to better meet the needs of gifted learners through consultation, coaching, staff-wide professional development, and resource development and support.

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

District Response:

AIG services are connected with other instructional areas through the interweaving of extension and enrichment of the NCSCOC. This can be achieved through the regular education teacher differentiating topics, content, and activities during each unit of instruction. It can also be supported through after school activities that support and enrich grade level curriculum.

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

District Response:

The LEA uses both quantitative data (mCLASS, NWEA, EOG/EOC) and classroom observations to support various grouping strategies. In K – 5th grade, AIG students will be clustered in the general education classroom with at least 4 students per cluster. This will allow gifted students the ability to work with like-minded individuals on differentiated curriculum activities and/or centers. Every identified student functions at different levels in their area(s) of giftedness depending on the higher- level thinking skills (HOTS) that are being supported. Students will be moved flexibly according to classroom assessment data, observed area of need, and identified area of giftedness. This will allow student growth in both the content area identified and the level of HOTS being integrated.

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

District Response:

Staff will be notified regarding placement of student DEPs from specified staff members. A copy of a student's DEP will reside within the Cumulative Record folder and appropriate teachers will receive notification of a student's identified area(s) of giftedness.

The LEA will provide staff with a professional development presentation regarding common vocabulary used, local AIG plan components that impact regular and exceptional children

teachers, procedures for nominating and referring students for AIG, and types of services that can be provided for elementary and middle grades students. Specified staff will attend grade level meeting (K – 5th) and department meetings (6th - 8th) at least per month to discuss instructional services being provided, support in-class differentiation, provide resources, and support data usage in relation to flexible grouping.

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

District Response:

The LEA will provide a specified member of the SBCGE to attend both “end of year” (EOY) and “beginning of year” (BOY) grade level meetings for staff serving grades 2nd, 3rd, 5th, and department meetings (6th-8th). These specific grade levels include major transitions for students (between lower and upper elementary as well as upper elementary into middle school), addition of EOG testing (3rd grade), and middle school departments serve all 6th – 8th. These meetings will include:

1. EOY --
 - a. Discussing student progress on currently identified students to create an EOY summary of services
 - b. Potential nominations for the following school year
 - c. Suggestions for needed support/resources
 - d. 8th grade identified students will have final progress recorded on their DEPs to be placed appropriate cumulative record files to be sent for High School transition.
2. BOY --
 - a. Discussing grade level students who are currently identified and their area(s) of identification/need
 - b. Potential nominations for the current school year
 - c. Requests for coaching, differentiated activity/lesson support, modeling “questioning” based on levels of HOTS
 - d. Discuss service models (current & changes)

Staff in all other grades will meet with specific staff for BOY meeting and one time per month for continued support.

Practice F -- Addresses the social and emotional needs of AIG student through collaboration among school counseling personnel, regular education teachers, AIG specialist, and others.

District Response:

The LEA addresses the social and emotional needs of AIG student through the use of “Morning Meeting” (elementary) and Developmental Designs/Advisory (middle school). Through the use of cluster grouping (K – 5th) and advanced level courses (6th - 8th), gifted learners are able to be around like-minded individuals who will be more supportive in group work and share their

intellectual processing capabilities. The school counselor can specifically meet with gifted students at least two times each school year to “check-in” with how they are doing and/or lead small group “Cardinal Convos” for children on various topics that affect the gifted child. Finally, a member of the SBCGE can meet with grade level and department staff to discuss current issues that may affect the gifted child.

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

District Response:

The LEA currently allows for Single Subject Acceleration (SSA) in grades K – 8th. This acceleration opportunity is offered to students who show great need for access to content above the current enrolled grade level per a student’s DEP. Advanced level content with extension into a next year’s content is currently available for students who show above average need for access to content above the current enrolled grade level per a student’s DEP. This could materialize as differentiated centers (K – 2nd), “extension” of current NCSCOS pull out class (3rd - 5th), or being enrolled in an “advanced” section of English Language Arts and/or Mathematics (6th - 8th). The LEA is currently working on developing policies/procedures for compacting Mathematics curriculum for grades 6th - 8th. Due to the school’s Charter School status and student enrollment based on a lottery system, the availability of a teacher-led compacted course (6th - 8th) depends on the number of students who need compacting and the availability of staffing. An alternate option through North Carolina Virtual Public Schools or similar style electronic resource, may be provided if volume of student need does not allow for staffing of a course. Whole grade acceleration will be considered when a student has shown extreme need for curriculum access that cannot be attained through the majority of the student’s current enrolled grade per a student’s DEP. Due to our school being only K – 8th and without an associated High School, our Charter school does not offer Credit by Demonstrated Mastery.

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

District Response:

The LEA uses quantitative data points (common assessments, EOG/EOC scores, mCLASS, NWEA scores, etc.) to inform placement for classes, courses, small group pull-out instruction, and small group extension of NCSCOS. Students track their personal data points using a “data binder” so they are knowledgeable regarding personal strengths and weakness. Staff purposefully monitors student data (including sub groups) and placement so that students are appropriately challenged and can grow in both their areas of strength and need. If a student’s data (and/or qualitative observations) show that a new placement needs to be considered,

then regardless of sub-group, the LEA will work to find a new placement and appropriate supports that will continue to challenge, development, and grow students.

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

District Response:

The LEA encourages all students to participate in extra-curricular activities. The school offers after school enrichment classes that vary based on staff availability to offer. Other activities/clubs are offered for students to participate in such as Odyssey of the Mind, Science Olympiad, Battle of the Books, Poetry Slam, Book Buddies, etc. These groups and activities foster both academic and intellectual interest of gifted students by allowing choice to integrate into student capability. The LEA also has school-wide service-learning opportunities for K – 8th grade students to participate in at least one time each school year. Every grade level participates in an “on campus” service learning activity in the Fall (to be chosen by each teacher/grade level), and a community-based service learning activity in the Spring. This is also chosen by each teacher/grade level. Extra-curricular activities and projects are showcased through staff meetings, parent newsletters, and display throughout the school.

Ideas to Strengthen the Standard:

- Provide consistent staff development regarding strategies and resources for differentiation in the regular education classroom
- Review and modify informational resources for both staff and parents to maintain current plan information and procedures
- Schedule consistent meetings between SBCGE members and grade level & department staff to keep communication open and support consistent

Sources of Evidence:

- AIG staff professional development regarding basic “101 style” topics on a yearly basis to serve as a refresher for experienced staff and initial information for new staff
- Use of “Morning Meeting” (K – 5) and Developmental Designs curriculum (6 -8) to support students social and emotional development.

Standard 3: Differentiated Curriculum and Instruction

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

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

District Response:

The LEA supports staff implementation of the NCSCOS and differentiated curricula/instructional opportunities directed toward the unique needs of the gifted learner. Specific staff will provide enrichment and extension of the NCSCOS in Language Arts and Mathematics. Further, these staff members will help support general education staff with using the New Bloom's Taxonomy to increase student critical thinking, tier assignments, and provide differentiated activities within the general education classroom. Students who require more support beyond extending/enriching the current grade level curriculum can participate in SSA for mathematics (K – 8th) or receive a more advanced level of replacement content to support acceleration in English Language Arts. Field trips may also be utilized to support differentiation of the NCSCOS.

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 levels

District Response:

The LEA supports instructional practices for the advanced learner. This includes a variety of models that will help provide a continuum of services for students.

1. K – 2nd -- Staff will use differentiated centers (where appropriate), flexible grouping of students by both need and interest, periodic SBCGE staff collaboration for "push in" support.
2. 3rd - 5th --Cluster grouping to allow for differentiated centers (where appropriate), flexible grouping of students by both need and interest for activities, extension and enrichment "pull out" by a SBCGE member, periodic staff collaboration/co-teaching (when available).
3. 6th - 8th -- Advanced level and SSA course work (Mathematics and English Language Arts), flexible grouping of students by both need and interest for activities in the regular education classroom, small group extension/enrichment class

These varied strategies will help increase rigor, depth, complexity, sophistication, and abstractness for gifted learners throughout the day.

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

District Response:

The LEA subscribes to the use of a Guaranteed and Viable Curriculum (GVC) which has been sourced from Marzano. In an effort to allow all students (including all sub groups) access to appropriate curriculum that meets their needs, students will be provided with knowledgeable staff that will help support student growth within the area(s) of identified giftedness.

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

District Response:

The LEA will help foster the development of future-ready skills through Problem-Based Learning (PrBL) scenarios, Project-Based Learning (PBL), and service-based learning. Students learn how to use critical thinking, the importance of collaboration, communication, and leadership skills while applying to real-world scenarios and community service projects.

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

District Response:

The LEA uses both formative and summative assessments to support appropriate differentiation within the classroom as well appropriate placement within flexible groups. Classroom discussion, common assessments, mCLASS, NWEA, and EOG/EOC data help staff support both proficiency and growth within the school community. Other indicators that can support appropriate differentiation and inform flexible grouping is the use and analysis of pre-assessments for different content areas.

Practice F --Address the social and emotional needs of AIG students through affective curricular and instruction practices.

District Response:

The LEA integrates Responsive Classroom (K – 5th) and Developmental Design (6th - 8th) to help build a connection between a student’s academic and socio-emotional needs. The student support coordinator and school counselor are also available to support grade levels with specific topic-based activities, student meetings, and individual student support.

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

District Response:

The LEA supports the talent development of younger student through the use of differentiated centers and SSA for mathematics (when need is apparent). Professional development opportunities for K – 3 staff will also be integrated that specifically targets gifted behaviors for this age group and how to foster creativity, curiosity, and critical thinking.

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

District Response:

The LEA encourages collaboration among regular education, AIG personnel, and exceptional children staff to help develop and implement curriculum that meets the needs of all students. Over time, a body of differentiated units per grade level or department will be created and modified to help support all staff's efforts to extend, enrich, and increase student critical thinking. During PLCs, staff will periodically integrate a reflective process (with support from a SBCGE member) to self-check on progress with differentiation within their classes/content areas. This will allow time and viable openings for more resources, coaching, and support. Practice I -- Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K – 12 AIG student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/families to ensure effective programming, provide a continuum of services, and support school transitions.

District Response:

The LEA has developed a DEP document that will record a student's identification as well as their service plan. Progress monitoring will be recorded at least one time per school year. Student DEPs will be reviewed annually by a representative of the SBCGE and overall progress sent home for parents/families to review.

Ideas to Strengthen the Standard:

- Over time, create a compilation of differentiated units, activities, centers, and question stems for different grade levels/content areas to access for added professional support with differentiation.
- Integrate more consistent pre-assessment for units of instruction to inform flexible grouping
- Create a professional library with staff access to books and other resources to help support education of gifted learners.

Sources of Evidence:

- Common assessments, mCLASS, NWEA, and EOG/EOC data
- Guaranteed and Viable Curriculum (GVC)
- PrBL units, PBL activities, service-based learning
- Student DEPs

Standard 4: Personnel and Professional Development

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

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

District Response:

The LEA will employ at least one AIG – licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local plan.

The AIG Coordinator’s roles and responsibilities include:

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

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

District Response:

The LEA encourages AIG supporting personnel to obtain add-on licensure for AIG (K –12) in an effort to continue providing the highest level of support for both students and other staff. AIG personnel supporting elementary students will directly provide services at least 25 minutes per week per area of identification (mathematics or reading) to students through either “pushing in” to a classroom to support the classroom teacher and students with differentiation and extension activities or “pulling out” students to work on extension activities or provide enrichment. AIG personnel supporting middle grades students will directly support through “pushing in” to core content areas (ELA, Math, Science, and/or Social Studies) for specific activities, or “pulling out” for an extension/enrichment class. AIG personnel (K – 8th) will also provide indirect support by providing resources to teachers, staff, and families. The LEA will continue to monitor, evaluate, and revise job descriptions and duties to ensure the most effective utilization of resources and provisions for services to students.

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

District Response:

The LEA supports continuing education for all staff members. A yearly survey will be conducted to help determine the direction for staff development training with AIG emphasis. AIG

personnel will help provide targeted professional development based on the interest and/or needs of staff.

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

District Response:

The LEA supports students being cluster grouped or flexibly grouped in the regular education setting for differentiated instruction. Students are assigned to clusters based on similar needs and on their identification in Language Arts and/or Mathematics. Differentiated curriculum and instruction is provided in the clusters to AIG students by either an AIG certified staff member or an alternate member that meets the LEA requirement. The classroom teachers and the AIG teacher will work together to align appropriate instruction for AIG students. Flexible grouping allows for modification of curriculum and instruction according to ability, readiness levels, learning styles, and/or interest of students. This grouping may include flexible in-class or across-class for differentiated activities or units. Students may be pre-assessed to form groups based upon common and specific needs in specific curricular areas.

Practice E --Aligns professional development opportunities with local AIG program goals, other district initiative, and best practices in gifted education.

District Response:

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

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

District Response:

The LEA supports staff collaboration within departments and across grade levels. Common planning time daily has been made available for AIG Personnel to support both students and staff with implementation of differentiated curriculum and for coaching. The LEA also supports

attending off-campus professional development seminars for AIG staff to help keep knowledge of “best practices” current. This information can then be shared with regular staff.

Ideas to Strengthen the Standard:

- Increase the number of AIG certified in both K – 5th and 6th - 8th grade
- Have specific AIG staff who will support grades K – 2nd, 3rd - 5th, and 6th - 8th
- Consistently implement cluster grouping and flexible grouping best practices
- Create a consistent, yearly professional development that focuses on “AIG 101” type information that will act as a refresher for seasoned staff and initial information for new staff

Sources of Evidence:

- Common planning time within AIG support staff and with regular education staff that they support
- Current staff contains at least one member with an AIG license
- Staff development topics with an AIG focus

Standard 5: Partnerships

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

Practice A --Develops partnerships with parents/families that are intentional and meaningful to support the following needs of AIG students: academic and intellectual, social and emotional.

District Response:

The LEA’s AIG personnel will solicit feedback regarding parental expectations of Cardinal Charter Academy’s AIG program in an effort to determine stakeholders’ wishes and to gather talking points for discussion during a SBCGE meeting. AIG personnel will be available during Open House/Meet the Teacher to help foster a sense of community and accountability between the school and families. The LEA will also host a “Cardinal Convo” that will give generalized information for the academic year and allow for a “question/answer” time for parents. This two-way interaction helps develop a bond between school and family that supports not only academic/intellectual needs at school, but a social/emotional need for support and security at home with families.

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

District Response:

The LEA will post a link to the school's AIG plan submitted to the North Carolina Department of Public Instruction (NCDPI). The school's website will also include general information regarding the nomination and evaluation process, and general methods of servicing students who are identified as gifted. In collaboration with support staff and administration, our AIG staff strives to have more informative meetings with parents regarding expectations of each school stakeholder. In addition, a parent handbook for AIG students and families will be shared with families electronically (paper copy will be provided when necessary).

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

District Response:

The LEA has established a School-Based Committee for Gifted Education (SBCGE) comprised of an LEA representative (Principal or Principal's designatee), AIG coordinator, General Education teacher(s), Exceptional Children's teacher(s), and Parent/Community Member(s). The committee will meet at least once per academic quarter to discuss the needs of AIG students, direction of the AIG program, review new comprehensive learner profiles that have been submitted for referral, and discuss any other issue/questions that arise. This group of individuals met over multiple sessions to discuss basic needs of the LEA and how they could be met through the AIG school plan.

Practice D --Informs parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.

District Response:

The LEA utilizes all avenues of communication at its disposal. AIG information will be posted on the school's website and included in the weekly parent newsletter (when applicable). Written information may be translated into a person's chosen language (when needed). The school's Parent Teacher Cooperative (PTC) provides an avenue for regular communication regarding activities that may involve AIG families. Our school also continues to form partnerships with local businesses that take an interest in our school community. These relationships allow the school-family-community partnership to increase accountability within the AIG program.

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

District Response:

As a charter school, the LEA depends on a combination of outside vendors and parent and community volunteerism to meet the extra-curricular needs of AIG students. Parents provide transportation to academic and enrichment events, serve as chaperones, coaches, or facilitators for academic and sporting competitions. Parents within the school and local community are also utilized as mentors to share interests and professional expertise with students by showcasing different careers within the community during grades 6th - 8th Career Day. These community members are also linked to local civic organization that support volunteerism and community service projects.

Ideas for Strengthen the Standard:

- Increase potential partnerships with local universities to add to the LEA's pool of available experts to investment time as mentors and academic competition facilitators.
- Seek out more information regarding the possibility of creating a chapter of the North Carolina Partners the Advancement of Gifted Education (PAGE) consisting of parents and other supporters to help meet the needs of gifted learners.

Sources of Evidence:

- "Cardinal Convo" with parents and other interested parties regarding AIG implementation and service options within the community
- AIG parent handbook, PTC, and LEA website to disseminate information to the general community

Standard 6: Program Accountability

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

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

District Response:

The LEA created a team comprised of an LEA representative (Principal or Principal's designatee), AIG representative, Math specialist, Reading Specialist, General Education teacher, Exceptional Children's advocate, and a Parent/Community Member. The team discussed the overall Self-Assessment data and began developing overall policies and discussing AIG plan specifics regarding identification and service models. Over several months of time, the initial AIG Planning team met to discuss each standard and the LEA's response to each part of the standards. The local plan will be presented before the LEA's board for approval on June 12, 2019. Once approved, the local AIG plan will be submitted to NCDPI for comment.

Practice B -- Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.

District Response:

The LEA will have the AIG Coordinator monitor overall progress toward consistent implementation of the local AIG Plan. The coordinator will work with other AIG personnel within the SBCGE to support compliance and ensure fidelity of implementation. LEA staff will be surveyed regarding the consistency of their personal implementation and request feedback for how AIG personnel can better support regular education staff. The AIG coordinator will complete reporting to NCDPI.

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

District Response:

The LEA does not have a specific fund allocated for AIG. All monies come from the General Fund and necessary expenditures will be tracked when used for AIG students and AIG Plan implementation. Available funds will be utilized for AIG professional development, building a professional resource library, student programs, projects, and supplies/materials that align with NCSCOS and the AIG plan. The AIG coordinator will look into other avenues for funding (such as grants and sponsorships) to add financial support for the local AIG Plan.

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

District Response:

The LEA requests that the AIG coordinator gather, analyze, and share AIG student growth and achievement data with all school staff. Once data has been compiled from mCLASS, NWEA, and EOG/EOC data, this data will be used to look at growth within traditionally underserved populations and to inform future talent development efforts, monitor areas of continuing need, and determine future program offerings. Since the school only contains grades K – 8th, no data is available regarding High School drop-out data.

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

District Response:

With assistance from the LEA's administration, the AIG coordinator will monitor and collect data regarding the school's changing demographics with concentration on traditionally under-represented populations sub-groups performance patterns and their unique needs. Once data

has been collected and analyzed, the results will be brought back to the SBCGE to discuss any disproportionality of representation and additional ways to refer, identify, and serve these students within the community.

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

District Response:

The LEA will maintain licensure records and evidence of continuing education for all staff working with AIG students. These documents are available for review by relevant stakeholder groups, as appropriate. Administrators will seek to give priority to potential personnel who have AIG licensure when positions become available. Additionally, the LEA encourages current staff to enroll in AIG certification programs and study toward passing local certification exams for AIG add-on licensure.

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

District Response:

The LEA will request yearly feedback from AIG parents, AIG students, and classroom teachers of AIG identified students. Anecdotal data will also be collected through grade level and department meeting, parent meetings, surveys, and other avenues that share opinions. Those results will then be used to evaluate the effectiveness of the AIG Plan implementation and to make improvements for AIG services.

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

District Response:

When evaluating the school's AIG program multiple sources of data will be reviewed. Some data points that will be considered include: growth rates for AIG, EOG/EOC scores, and class grades for AIG students. These data points help support whether the current AIG Plan and Implementation have resulted in effective servicing of gifted students. After areas of weakness are identified within the Plan and or service delivery from both quantitative and qualitative indicators, the SBCGE will discuss new/improved ways of consistently planning and serving students within the LEA.

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

District Response:

The LEA's school leadership will conduct a stakeholder meeting at which a review of school performance data, including a breakdown of AIG performance is shared. Included in the

performance data will be survey results and academic performance. In addition, the team will review how this data has informed the school's strategic plan and any resulting modifications to the AIG program that have been proposed to the board. The community-at-large will be made of pertinent changes to the AIG plan or programming.

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

District Response:

District policies exist that protect all students and their rights. In the event of a disagreement of AIG identification and/or services between parents and the LEA, parents have access to a step by step Resolution of Disagreements procedure. When parents fail to agree with a decision of the School-Based Committee for Gifted Education (SBCGE) regarding placement or services, the following procedures may be used for dispute resolution. These procedures are:

1. Parent submits a written request for a conference with the SBCGE. The Committee will meet with the parent to discuss the data and AIG Identification criteria. The AIG Coordinator or Administrator will communicate, in writing, the final outcome of meeting with parents and other team members. If no resolution occurs at the school level, the parent may proceed to step 2.
2. Parent may appeal in writing to Regional AIG Coordinator. The Regional AIG Coordinator will conduct a meeting and respond in writing to the parent concerning the outcome of the review. The written response will also be shared with the local SBCGE and the principal.

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

All families have the right to informed consent for identification, informed consent for placement, alternate pathway evaluation (in cases where student qualitatively shows need, but quantitatively not necessarily), reassessment (when requested by parent/guardian), to be given provisional reciprocity when transferring from another LEA, and to have a procedure for resolving disagreements.

Ideas to Strengthen the Standard:

- Consistently request feedback from stakeholders to help regularly inform and guide implementation of the LEA's AIG Plan.
- Monitor under-represented populations consistently to look for ways to better serve the LEA's demographics

Sources of Evidence:

- Year parent and staff surveys
- AIG parent handbook that contains information that informs parents/guardians of their rights