

Mission/Vision Statement and Funding

Lake Lure Classical Academy (81B) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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This Local AIG Plan has been developed based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021, and 2024). 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 and related 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 2025-2028. 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 review and comment.

For 2025-2028, the Local AIG Plan is as follows:

* Mission and/or Vision Statement(s)

Charter Schools in the state of North Carolina are not obligated to have an academically or intellectually gifted program. Lake Lure Classical sees the importance in providing a program to all students who may "... perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment." (Article 9B (N.C.G.S. § 115C-150.5)). With the choice and decision to have a program, every three years, LLCA is mandated by the state of North Carolina to review and update the AIG program, which caters to students in grades K-12. In July 2024, the State Board of Education approved revisions to the existing six NC AIG program standards. Each standard comprises components designed to streamline and clarify content for various stakeholders. The objective is to ensure that teachers deliver unbiased and high-quality education for all students. It is important to note that not all standards underwent changes during this review process; some information was reorganized, with certain elements being transferred from one standard to another.

The educational mission for Lake Lure Classical Academy integrates civic responsibilities and virtue for all, critical thinking abilities for analyzing information and forming reasoned conclusions, and classical knowledge through rigorous traditional curriculum emphasizing skill acquisition. This local AIG plan is based on the NC AIG Program Standards (adopted by SBE 2009, 2012, 2021, and 2024) and LLCA's education mission. These Standards serve as a statewide framework and guide Public School Units (PSUs) including participating Charter Schools 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 2025-2028. 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 2025-2028, the Lake Lure Classical Academy local AIG plan is as follows:

The administrators, teachers, and staff at Lake Lure Classical Academy (LLCA) believe that all students, including academically and intellectually gifted learners, should be provided the opportunity to excel in their academic growth, and be provided with rigorous, relevant, and comprehensive learning in a safe and challenging school environment. Because we also believe gifted learners have unique academic, intellectual, social, and emotional needs that require appropriate identification and a range of service options within a comprehensive program, LLCA will provide students a quality and comprehensive AIG program within our existing education plan to meet those needs.

We believe Gifted Learners ...

Need opportunities that challenge and inspire them to grow academically, intellectually, socially and emotionally.

Need adults who perceive their emerging talents and nurture their potential.

Need teachers who are aware of the nature and needs of their gifted students, are resolved to meet those needs, and have expertise in doing so.

Need instruction that enables them to achieve at least one year of growth for one year of schooling.

Need advocates who recognize them, value them, and passionately support them.

LLCA's Vision is to create student centered classrooms that offer intentional experiences in various domains, ensuring these are not dependent on student's demographic background or economic means. We strive to foster an environment where gifted students can think with more complexity and abstraction and learn at faster rates through challenging, differentiated curriculum and instruction including opportunities with peers of like abilities as well as those with whom they differ. LLCA is a diverse K-12 school that focuses on community engagement, character development, ethical inquiry, and civic learning. Our teachers use a variety of data sources to assess learners and scaffold instruction accordingly allowing each learner to reach their full potential.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 15,581.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification	
Lake Lure Classical Academy (81B) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 1: Student Identification	<i>The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.</i>
* Practice A	Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities, including universal screening, for every student to show their strengths and talents. LLCA will provide identification procedures in different formats, including digital and written. Technology formats will be used where applicable for communicating referral processes and screening information. This includes Connect-ed calls, Facebook, email, and the school website. LLCA will integrate distribution of program and placement information throughout the year at school based events and in conjunction with school-wide information nights (curriculum nights, etc). The school will continue updating our school website to include resources and opportunities for AIG students and families. The screening and referral process may include observations/data reviews from administrators, classroom/subject teachers, EC teachers, support staff (guidance, reading/math interventionist, speech), specials/encore/enrichment teachers (art, music, PE, Spanish, outdoor/environmental education), and club facilitators. Communication among and between the AIG specialist/designee and the previously mentioned LEA members play an important role in the process when considering the whole child, their strengths, and their potential. LLCA teachers will receive staff development on the Approved AIG Plan regarding its contents and their role in implementation with students. This will be articulated and disseminated to stakeholders through our LLCA web page and parent newsletters. In addition, parents will be invited to serve on the AIG Committee and parent meetings will be held throughout the year to share and communicate the processes. A referral for screening may come from any LLCA faculty member, parent, and/or student with data and/or evidence that meets the state definition for gifted as follows, "student exhibits high performance capability in intellectual areas, specific academic fields, or in both the intellectual areas and specific academic fields". Screening Processes: Begins in Kindergarten. Teachers are provided professional development in order to identify skills/ behaviors that could lead to gifted identification. Observations are conducted by the AIG coordinator/or designee using the behavior checklist developed from PETS (Primary Education Thinking Skills). Potential students for the talent pool are monitored, but not identified. AIG specialist/designee consults with teachers to develop potential in these students, documentation is kept on file to share with teachers the following year. Beginning in Kindergarten, the AIG Specialist/designee will collaborate with the elementary counselor and homeroom teacher to create a learner profile for all students to follow the student through grade 12. This learner profile will be built upon as a portfolio and personalized education plan for all students at Lake Lure Classical Academy. Early entry to kindergarten is considered upon formal private testing provided by parents. Students entering Lake Lure Classical Academy who have advanced one grade level based on their achievements at a previous school will be recognized as gifted. These students will receive support from the AIG specialist, who will collaborate with the homeroom teacher and provide additional social and emotional assistance through the elementary counselor to address the comprehensive needs of each student. Frontloading and scaffolding for all students K-12 promote early engagement, enabling screening, referral, and progress before grade-level standards. Students in Kindergarten - 2nd grade: For grades K-2 the frontloading process includes using the Primary Thinking Skills series, lesson extension activities with STEM through community volunteers and the AIG Specialist. Potential students for the screening pool are identified. However, teachers may use behavior checklists, STAR results, classroom observations, informal testing, EOG scores, check-in scores, and parent referrals to place (but not formally identify) students for Talent Development. If students are demonstrating skills more than 2 years above their peers in thinking/reasoning, reading and/or math skills, differentiated services in the classroom and pullout and/or consultative services are provided by the AIG teacher. Formal identification does not occur at this point. Students in Grade 3 who score a high level 5 (+95%) on the BOG (Beginning of Grade) test and demonstrate gifted behaviors/potential using the selected gifted behavior checklist, and have teacher recommendations are placed in the Talent Development category for Reading (potential for identification as AR - Academically Gifted in Reading). These students are served by the homeroom teacher in the classroom with differentiation and by pull-out and/or consultative program delivered by the AIG teacher. At the beginning of each school year, the AIG coordinator/specialist will share the screening and referral

process with the school staff and discuss the definition of giftedness, the characteristics of gifted students and the performance indicators available for teachers to use in recommending students for referral. Then teachers are requested to submit recommendations for students to be screened. The AIG coordinator/specialist creates a list of students who may be in need of differentiated services beyond those provided in the regular classroom. If there are students recommended for screening who do not meet referral criteria, the AIG Advisory Team still includes the student on the list and reviews student data. This process ensures that a broad-based pool of students is screened for referral. The screening process is ongoing and addressed several times throughout the year, to include students who have moved into the school since the beginning of the year. Students in K - 3 who transfer into the county with private or school testing data in place, demonstrating gifted potential (academically or intellectually) are monitored for a short period (up to 6 weeks) by the classroom teacher. Behavior information and academic data are collected. In consultation with the parents/guardians, teachers and AIG specialist/school committee, a plan is developed for this student (consultative support or pull-out services) including differentiation in the classroom. Students with testing completed by a private entity are considered for services and are placed officially in 3rd grade if criteria is met. At the beginning of 3rd grade, results of the Reading BOYs open more opportunities for services. Students who score a high level 5(+95%) or above are considered for services. In the spring of 2nd grade, all LLCA students are given the Cognitive Abilities Test (CogAT) and results from this test are also used to further screen students. The AIG team reviews test data with all current 2nd and in the fall 3rd grade teachers and school administrators to ensure they understand test results. Information is sent home to parents about their child's testing and the AIG specialist/designee meets with parents as requested to further explain results. Academic work and gifted behaviors are evaluated. Students are served with differentiated classroom instruction, consultative and/or pull out services by the AIG specialist/designee. Formal identification begins at the beginning of grade 4 after one cycle of testing (Grade 3 EOGs or other indicators of achievement) and CogAt administration in grade 2). Students can be considered for services at the end of each testing cycle and at the beginning of Grade 3. Pathway for AR (Academically Gifted in Reading) EOG required: Level 5 93% + on EOG in Reading or other indicator of achievement Gifted Behaviors Checklist Final grade average ELA 90% + Teacher recommendation Completed Interest Survey(baseline writing sample, learning preferences and motivation assessment) The AIG specialists perform an extensive search of the general population at the beginning of each school year. Students who score at or above the 93rd percentile on the 8th grade EOG tests, EOC tests, PSAT, SAT or ACT tests are considered for placement. Students who score a 3 on Advanced Placement tests and students who rank in the top 10% of their class are considered for placement. Disaggregated data is examined for students who may show potential for performing at exceptionally high levels of accomplishment in relation to their own demographic group. Lake Lure Classical Academy high school students have access to classes at Isothermal Community College for dual enrollment. Newly identified middle and high school students follow the same criteria for identification as elementary students. As in, identification in Reading (AR), Ability only as in 97% on Non Verbal portion of the CogAt or other assessment (IG), 93% and above in Reading and AI (aptitude and achievement 120+ and 93%+). All teachers, administrators, support personnel and parents are given access to screening and qualifying information through the Lake Lure Classical Academy website. The AIG teacher or designee shares the information with staff at meetings at least once a year. AIG Information boards are located at school. Brochures are printed in English and Spanish and are placed strategically in the school setting. AIG Teacher will speak individually or in small groups with any Lake Lure Classical Academy staff, parents and/or community groups to clarify the process leading to identification.

*** Practice B**

Establishes a process and criteria for AIG student identification at all grade levels, K-12, 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.

In order to serve promising students brought before the AIG school team who do not meet the district criteria, Lake Lure Classical Academy will make efforts to verify the need for differentiation in these individuals. Data will be collected on Potential, Creativity and Motivation using behavior checklists, work samples and observations. This effort will be purposeful and diligent with the hopes of identifying underrepresented populations: ML, Twice-Exceptional, students of poverty, racial/ethnic backgrounds and students with Adverse Childhood Experiences (ACES) and health related factors (social/emotional/physical). Professional development cohorts for teachers to address these areas have included Youth Mental Health First Aid, ACEs training, Poverty training, Trauma Informed training, and Student Mental Health training. Service delivery will be determined at the elementary, middle and high school level. All students who are identified in any North Carolina LEA prior to transferring to LLCA are placed and served. All out-of-state students are served based on documentation from the other states with matching aptitude and/or achievement data. Formal identification requires a year testing cycle and data collection based on classroom performance. Off grade level testing is administered on a case by case basis to determine the need for grade advancement (either whole grade or subject area). No child is labeled "de-gifted" once identified. Students who do not achieve to match potential are given opportunities through intervention plans (IDEP) to meet their needs. This plan may include academic, behavior, and/or social-emotional components. This may include 1:1 counseling (as

needed) and/or small group interventions in addition to all elementary students (K-5) currently receiving weekly SEL classes, use of Second Step, Start with Hello, Common Sense (Digital Citizenship), and various social stories from authors like Julia Cook.

K-2 Students are not formally identified at this grade level unless a student presents private cognitive testing results that indicate high achievement potential, or the student has already previously skipped a grade. they will be provided with AIG services based on their abilities and needs. Considerations for Talent Pool monitoring are as follows: Two grade levels above peers in reading using STAR data, PETS Behaviors Checklist, Classroom Observations, Informal Testing, Parent/Teacher/Support Staff Referrals, MTSS Data Work Samples. The CogAT will be administered in the spring of grade 2 for all students. The data from this test will be used to build upon the 'Learner Profile' (PEP) for each student, find and serve highly verbal students that struggle with reading (2e), and to provide data to grade 3 teachers to aide in differentiation and learning groups at the beginning of the year before new data is collected.

Starting Grade 3: Academically Gifted in Reading (AR)

93% + on EOG in Reading or another indicator of achievement, Gifted Behaviors Checklist, Final grade average ELA 90%+, Teacher recommendation, Completed Interest Survey(baseline writing sample, learning preferences, and motivation assessment), Must meet 4 out of 5 criteria

Starting Grade 3:Academically Gifted in Math (AM)

93%+ on EOG in Math or other indicator of achievement, Gifted Behaviors Checklist, Final grade average Math 90%+, Teacher recommendation, Completed Interest Survey (baseline writing sample, learning preferences, and motivation assessment), Must meet 4 out of 5 criteria

Starting Grade 3: Academically Gifted in Reading and Math (AG)

93%+ on the Reading and Math EOGs or other indicators of achievement, Gifted Behaviors Checklist, Final grade average Math 90%+, Teacher recommendation, Completed Interest Survey (baseline writing sample, learning preferences and motivation assessment), Must meet 4 out of 5 criteria

Starting Grade 3: Intellectually Gifted (IG)

95% or higher NonVerbal CogAT score (120+ on SAS/Verbal/NonVerbal)

IG ~ Reading:120+ SAS Verbal/Reading

IG ~ Math:120+ SAS Quantitative or NonVerbal,

Gifted Behaviors Checklist, Final grade average in subject(s) 90%+, Teacher recommendation Completed Interest Survey (baseline writing sample, learning preferences and motivation assessment) Must meet 4 out of 5 criteria

Starting Grade 3: Academically and/or Intellectually Gifted (AI) 93% + range on Reading and Math EOGs or other indicators of achievement, 120+ on the Verbal and Quantitative subtests of the CogAt, Gifted Behaviors Checklist, Final grade average in subject(s) 90%+, Teacher recommendation, Completed Interest Survey (baseline writing sample, learning preferences and motivation assessment), Must meet 4 out of 5 criteria

Grades 6-8

(AR) 93%+ on EOG, EOC, or other indicator of achievement in Reading, Final grade average ELA 90%+ and/or work samples demonstrating mastery, Completed Interest Survey (measured using interviews, observations and responses to inventory), Gifted Behaviors Checklist, Leadership Ability (based on performance on school teams/clubs, community engagement), Teacher/Principal Support Personnel recommendation, Must meet Aptitude OR Achievement plus 4 out of 5 criteria

(AM) 93%+ on EOG, EOC, or other indicator of achievement in Math, Final grade average Math 90%+, and/or work samples demonstrating mastery, Completed Interest Survey (measured using interviews, observations and responses to inventory), Gifted Behaviors Checklist, Leadership Ability (based on performance on school teams/clubs, community engagement) Teacher Principal/Support Personnel recommendation, Must meet Aptitude OR Achievement plus 4 out of 5 criteria

(AG) 93%+ on EOG, EOC, or other indicator of achievement in Reading & Math, Final grade average Reading & Math 90%+, and/or work samples demonstrating mastery Completed, Interest Survey (measured using interviews, observations and responses to inventory), Gifted Behaviors Checklist, Leadership Ability (based on performance on school teams/clubs, community engagement), Teacher/ Principal/Support Personnel recommendation, Must meet Aptitude OR Achievement plus 4 out of 5 criteria

(IG)97%+ NonVerbal on CogAT or other assessment -

IG ~ Reading and/or Math: 120+ SAS Verbal/Reading, and/or 120+ SAS Quantitative or NonVerbal/Math, Completed Interest Survey (measured using interviews, observations and responses to inventory), Leadership Ability (based on performance on school teams/clubs, community engagement) Teacher/Principal/Support Personnel recommendation, Gifted Behaviors Checklist, Must meet Aptitude OR Achievement plus 4 out of 5 criteria

(AI) 93%+ range on Reading and Math EOGs (or other indicators of achievement) -120+ on the Verbal and Quantitative subtests of the CogA,t Completed Interest Survey (measured using interviews, observations and responses to inventory), Gifted Behaviors Checklist, Leadership Ability (based on performance on school teams/clubs, community engagement), Teacher/ Principal/Support Personnel recommendation, Must meet Aptitude OR Achievement plus 4 out of 5 criteria

Grades 9-12

(AR) 93%+ on EOG in Reading or other indicator of achievement, Final grade average ELA 90%+ and/or work samples demonstrating mastery, Completed Interest Survey (measured using interviews, observations and responses to inventory), Student choice for placement in advanced subject areas courses (including Isothermal Community College (2.8 Weighted GPA) for Dual Enrollment/College and Career Promise regardless of AIG identification. Performance determines continued access. Gifted Behaviors Checklist, Leadership Ability (based on performance on school teams/clubs, community engagement) Teacher/ Principal/Support Personnel recommendation, Must meet Aptitude OR Achievement plus 3 out of 5 criteria

(AM) 93%+ on EOG in Math or other indicator of achievement, Final grade average Math 90%+ and/or work samples demonstrating mastery, Completed Interest Survey (measured using interviews, observations and responses to inventory), Student choice for placement in advanced subject areas courses (including Isothermal Community College (2.8 Weighted GPA) for Dual Enrollment/College and Career Promise) regardless of AIG identification. Performance determines continued access. Gifted Behaviors Checklist Leadership Ability (based on performance on school teams/clubs, community engagement) Teacher/ Principal/Support Personnel recommendation, Must meet Aptitude OR Achievement plus 3 out of 5 criteria

(AG) 93%+ on EOG, EOC, or other indicator of achievement in Reading & Math Final grade average Reading & Math 90%+ and/or work samples demonstrating mastery, Completed Interest Survey (measured using interviews, observations and responses to inventory), Student choice for placement in advanced subject areas courses (including Isothermal Community College (2.8 Weighted GPA) for Dual Enrollment/College and Career Promise) regardless of AG identification. Performance determines continued access. Gifted Behaviors Checklist, Leadership Ability (based on performance on school teams/clubs, community engagement) Teacher/ Principal/Support Personnel recommendation, Must meet Aptitude OR Achievement plus 3 out of 5 criteria

(IG) 97%+ NonVerbal on CogAT or other assessment

-IG ~ Reading and/or Math: 120+ SAS Verbal/Reading 120+ SAS Quantitative or NonVerbal/Math, Completed Interest Survey (measured using interviews, observations and responses to inventory), Student choice for placement in advanced subject areas courses (including Isothermal Community College (2.8 Weighted GPA) for Dual Enrollment/College and Career Promise) regardless of AG identification. Performance determines continued access. Gifted Behaviors Checklist, Leadership Ability (based on performance on school teams/clubs, community engagement) Teacher/Principal Support Personnel recommendation, Must meet Aptitude OR Achievement plus 3 out of 5 criteria

(AI) 93% + range on Reading and Math EOGs (or other indicators of achievement) -120+ on the Verbal and Quantitative subtests of the CogAt, Completed Interest Survey (measured using interviews, observations and responses to inventory), Student choice for placement in advanced subject areas courses (including Isothermal Community College (2.8 UnWeighted GPA) for Dual Enrollment/College and Career Promise) regardless of AG identification. Performance determines continued access. Gifted Behaviors Checklist, Leadership Ability (based on performance on school teams/clubs, community engagement) Teacher/Principal Support Personnel recommendation, Must meet Aptitude OR Achievement plus 3 out of 5 criteria

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Grade Span	Academically Gifted - Reading only	Academically Gifted - Math only	Academically Gifted - Reading & Math	Intellectually Gifted	Academically and Intellectually Gifted
K-2	* Students are not formally identified at this grade level unless a student presents private cognitive testing results that indicate high achievement potential, or the student has already previously skipped a grade. - Talent Pool monitoring: - Two grade levels above peers in reading using STAR data. - PETS Behaviors Checklist - Classroom Observations - Informal Testing - Parent/Teacher/Support Staff Referrals - MTSS Data - Work Samples.	* Students are not formally identified at this grade level unless a student presents private cognitive testing results that indicate high achievement potential, or the student has already previously skipped a grade. - Considerations for Talent Pool monitoring - Two grade levels above peers using STAR data and state math assessments - PETS Behaviors Checklist - Classroom Observations - Informal Testing - Parent/Teacher/Support Staff Referrals - MTSS Data Work Samples	* Students are not formally identified at this grade level unless a student presents private cognitive testing results that indicate high achievement potential, or the student has already previously skipped a grade. - Considerations for Talent Pool monitoring - Two grade levels above peers using STAR data (reading and math) & state math assessments - PETS Behaviors Checklist - Classroom Observations - Informal Testing - Parent/Teacher/Support Staff Referrals - MTSS Data Work Samples	* Students are not formally identified at this grade level unless a student presents private cognitive testing results that indicate high achievement potential, or the student has already previously skipped a grade. - Talent Pool monitoring: - Two grade levels above peers in reading using STAR data. - PETS Behaviors Checklist - Classroom Observations - Informal Testing - Parent/Teacher/Support Staff Referrals - MTSS Data - Work Samples.	* Students are not formally identified at this grade level unless a student presents private cognitive testing results that indicate high achievement potential, or the student has already previously skipped a grade. - Talent Pool monitoring: - Two grade levels above peers in reading using STAR data. - PETS Behaviors Checklist - Classroom Observations - Informal Testing - Parent/Teacher/Support Staff Referrals - MTSS Data - Work Samples.

3-5	* - Starting Grade 3 - 93% + on EOG in Reading or another indicator of achievement -Gifted Behaviors Checklist - Final grade average in ELA 90% + - Teacher recommendation - Completed Interest Survey (baseline writing sample, learning preferences, and motivation assessment) - Must meet 4 out of 5 criteria	* - Starting in Grade 3 - 93%+ on EOG in Math or other indicator of achievement including the released EOG for the grade above - Gifted Behaviors Checklist - Final grade average in Math 90%+ - Teacher recommendation - Completed Interest Survey (baseline writing sample, learning preferences, and motivation assessment) - Must meet 4 out of 5 criteria	* - Starting Grade 3 - 93% and above on the Reading and Math EOGs or other indicators of achievement including the next grade level released EOG - Gifted Behaviors Checklist Final Grade average Math 90%+ - Teacher recommendation - Completed Interest Survey (baseline writing sample, learning preferences, and motivation assessment) - Must meet 4 out of 5 criteria	* - - Starting Grade 3 IG - 95% or higher NonVerbal on CogAT - CogAT score >120 on SAS/Verbal/NonVerbal IG - Reading and/or Math: 120+ SAS - Verbal/Reading: 120+ SAS - Quantitative or NonVerbal/ Math: 120+ SAS -Gifted Behaviors Checklist - Final grade average in subject(s): 90%+ - Teacher recommendation - Completed Interest Survey (baseline writing sample, learning preferences and motivation assessment) - Must meet 4 out of 5 criteria	* -- Starting Grade 3 AIG -93% and above on the Reading and Math EOGs or other indicators of achievement including the next grade level released EOG - 95% or higher NonVerbal on CogAT - CogAT score >120 on SAS/Verbal/NonVerbal IG - Reading and/or Math: - Verbal/Reading 120+ SAS - Quantitative or NonVerbal/ Math: 120+ SAS -Gifted Behaviors Checklist - Final grade average in subject(s): 90%+ - Teacher recommendation - Completed Interest Survey (baseline writing sample, learning preferences and motivation assessment) - Must meet 4 out of 5 criteria
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6-8	* - 93%+ on EOG, EOC, or other achievement indicators in Reading - Final grade average in ELA 90%+ and/or work samples demonstrating mastery - Completed Interest Survey measured through interviews, observations, and inventory responses - Gifted Behaviors Checklist - Leadership Ability based on performance in school teams/clubs and community engagement - Teacher/Principal Support Personnel recommendation -Must meet either Aptitude OR Achievement criteria plus 4 out of 5 additional criteria	* - 93%+ on EOG, EOC, or other indicator of achievement in Math & Reading - Final grade average in Math of 90%+ and/or work samples demonstrating mastery - Completed Interest Survey (measured through interviews, observations, and inventory responses) - Gifted Behaviors Checklist - Leadership Ability (assessed based on performance in school teams/clubs and community engagement) - Teacher, Principal, or Support Personnel recommendation -Must meet Aptitude OR Achievement criteria plus 4 out of 5 additional criteria	* - 97%+ NonVerbal on CogAT or other assessment - Reading and/or Math: 120+ SAS - Verbal/Reading: 120+ SAS - Quantitative or NonVerbal/Math: 120+ SAS - Completed Interest Survey (measured using interviews, observations, and responses to inventory) - Gifted Behaviors Checklist - Leadership Ability (based on performance on school teams/clubs, community engagement) - Teacher/Principal Support Personnel recommendation -Must meet Aptitude OR Achievement plus 4 out of 5 criteria	* - 93%+ range on Reading and Math EOGs (or other indicators of achievement) - 120+ on the Verbal and Quantitative subtests of the CogAT - Completed Interest Survey (measured using interviews, observations, and responses to inventory) - Gifted Behaviors Checklist - Leadership Ability (based on performance on school teams/clubs, community engagement) - Teacher/Principal Support Personnel recommendation -Must meet Aptitude OR Achievement plus 4 out of 5 criteria
9-12				

* - 93%+ on EOG in Reading or other indicator of achievement - Final grade average ELA 90%+ and/or work samples demonstrating mastery - Completed Interest Survey (measured using interviews, observations, and responses to inventory) - Student choice for placement in advanced subject area courses (including Isothermal Community College with a 2.8 Weighted GPA for dual enrollment) regardless of AG identification - Performance determines continued access - Gifted Behaviors Checklist - Leadership Ability (based on performance on school teams/clubs and community engagement) - Teacher/Principal/Support Personnel recommendation -Must meet Aptitude or Achievement plus 3 out of 5 criteria	* - 93%+ on EOG - in Math or other indicator of achievement - Final grade average in Math 90%+ and/or work samples demonstrating mastery - Completed Interest Survey (measured using interviews, observations, and responses to inventory) - Student choice for placement in advanced subject areas courses (including Isothermal Community College with a 2.8 Weighted GPA for dual enrollment) regardless of AG identification - Performance determines continued access - Gifted Behaviors Checklist - Leadership Ability (based on performance on school teams/clubs and community engagement) - Teacher/Principal/Support Personnel recommendation -Must meet Aptitude OR Achievement plus 3 out of 5 criteria	* - 93%+ on EOG, EOC, or other indicator of achievement in Reading & Math - Final grade average in Reading & Math 90%+ and/or work samples demonstrating mastery - Completed Interest Survey (measured using interviews, observations, and responses to inventory) - Student choice for placement in advanced subject areas courses (including Isothermal Community College for dual enrollment with a 2.8 Weighted GPA), regardless of AG identification - Performance determines continued access - Gifted Behaviors Checklist - Leadership Ability (based on performance on school teams/clubs and community engagement) - Teacher/Principal/Support Personnel recommendation -Must meet Aptitude OR Achievement plus 3 out of 5 criteria	* - 97%+ NonVerbal on CogAT or other assessment - Reading and/or Math: 120+ SAS - Verbal/Reading: 120+ SAS - Quantitative or NonVerbal/Math: 120+ SAS - Completed Interest Survey (measured using interviews, observations, and responses to inventory) - Student choice for placement in advanced subject areas courses (including Isothermal Community College with a 2.8 Weighted GPA for dual enrollment) regardless of AG identification - Performance determines continued access - Gifted Behaviors Checklist - Leadership Ability (based on performance on school teams/clubs and community engagement) - Teacher/Principal/Support Personnel recommendation -Must meet Aptitude OR Achievement plus 3 out of 5 criteria	* - 93%+ range on Reading and Math EOGs (or other indicators of achievement) - 120+ on the Verbal and Quantitative subtests of the CogAt - Completed Interest Survey (measured using interviews, observations, and responses to inventory) - Student choice for placement in advanced subject areas courses (including Isothermal Community College with a 2.8 Weighted GPA for dual enrollment) regardless of AG identification - Performance determines continued access - Gifted Behaviors Checklist - Leadership Ability (based on performance on school teams/clubs and community engagement) - Teacher/Principal/Support Personnel recommendation -Must meet Aptitude OR Achievement plus 3 out of 5 criteria
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*** 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, multilingual learners, highly gifted, and twice-exceptional.

In order to serve prospective students brought before the AIG school team who do not meet the district criteria, LLCA will make efforts leading to identification of these individuals. Data will be collected on Potential, Creativity and Motivation using behavior checklists, work samples and observations. The background and environmental influences are investigated. This effort will be purposeful and diligent with the hopes of identifying underrepresented populations: Multilingual learners, Twice Exceptional, economically disadvantaged, culturally/ethnically diverse backgrounds and students with Adverse Childhood

Experiences (ACES) and health related factors (social/emotional/physical). The AIG teacher/coordinator communicates with the exceptional children's (EC) teachers, Speech/Language pathologist and remediation teachers, counselors, and other support personnel in order to share gifted behavior checklists and identification criteria. Factors to be considered include rapid language acquisition and asynchronous development. Support personnel are informed that gifted identification should not be limited by attention disorders, asynchronous development, speed of language acquisition, attention issues, Asperger's syndrome, and the social/emotional needs of the highly gifted. (Noted: rapid language acquisition could indicate giftedness) Alternative forms of aptitude/achievement assessments can be administered individually, if deemed necessary by the administration. Students who show interest and motivation or specific achievements in related fields: art, music, theater are considered a factor in identification. AIG Team monitors and analyzes the sub-group data to understand our demographics. If data analysis indicates underrepresentation is present, efforts to determine what remedies can develop or enhance screening pool inclusion, referral and formal identification are implemented.

Percent Ethnicity Identified as AIG							
	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	---	---	---	---	13.02%
Male	---	---	---	---	---	---	14.44%
Total	---	---	---	---	---	---	13.71%

Percent of Total AIG Students Identified as Dual Exceptionality

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

AIG Coordinator meets with faculties at the elementary, middle and high school level as a large group and grade level meetings at least once a year. Coordinator is available to meet with individuals, including parents, PTO members, community organization, and updates the LLCA AIG website page. AIG Coordinator conducts parent meetings annually for new placements. AIG Coordinator and/or AIG Teachers at middle and high school levels maintain folders of identified students and monitor progress of students on the watch list for potential qualification. Evaluations for placement occur annually using these guidelines: Aptitude 120+ Achievement 93% + Classroom performance/Motivation Recommendations from teachers/parents Classroom observations/Interest surveys. AIG Coordinator monitors processes for the elementary, middle and high school to assure that each aligns with standards for placement and procedures. AIG Coordinator and/or Lead Teachers investigate testing data ongoing throughout the year for additions to screening pool or placement (includes new students who transfer to LLCA, consultation with ML and EC teachers, classroom teachers, counselors, and school-based social workers). Lists for evaluation/consideration are created through this work.

*** Practice E**
Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/guardians, students, and the community-at-large.
In order to inform all stakeholders, LLCA will post the AIG Plan on the school website. In addition to the AIG Plan, specific guidelines for the screening, referral, and identification processes will be posted on the school website. Resources for AIG students and families will be available on the school website as well. The

Differentiated Education Plan (DEP) and the Individual Differentiated Education Plan (IDEP) are referred to as Personalized Education Plans (PEP) at LLCA. The PEP documents a student's AIG placement and services. The documents support consistency throughout the school. They are reviewed annually by teachers and parents in parent teacher conferences. LLCA will use common materials for Parent Information Nights to ensure messaging is consistent for the public. Translated materials will be available as needed for parents of ML students to aid in the screening, referral and identification processes. The school website will include parent resources for AIG students. All staff and teachers will receive training on the AIG program at LLCA, and this will include training on the screening, referral, and identification processes. Annual professional development will ensure that teachers and administrators understand where all AIG resources are located at the school and include MTSS training to assist teachers in better understanding how to differentiate for each learners' individual needs.	* Practice F Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and maintained in student records.	The AIG program at LLCA communicates with parents/guardians and involves them in decisions made concerning their child. There are systems in place where parents/guardians sign for permission to test. LLCA has established and will continue to maintain documentation of a student's identification process through the use of the Personalized Education Plan which includes a Differentiated Education Plan (DEP). AIG identification (AR, AM, AG, IG, or AI) occurs after a meeting with parents is established to review the documentation which led to the identification for services in the AIG Program. Once parents agree to the identification and services possible according to student strengths, the identification is entered into PowerSchool. Forms clearly show procedures and methods for placement. Teachers and the AIG Coordinator will ensure that all documents and all identification decision points within the student AIG file/PEP folder are kept current and available for parents review as needed. The school will utilize features in PowerSchool to document AIG identification for students. This information will be available for teachers for each new grade. The information can be seen if any LLCA student might transfer to another North Carolina public school. LLCA will also provide families/parents with copies of AIG identification decisions, including test results and PEPs and annual reviews as applicable. This will include signatures of all associated parties. The AIG Coordinator will collaborate with the school translator to provide translated communication as needed. Changes/additions to placement require an additional meeting. No child is dismissed arbitrarily from the AIG program. Multiple attempts are made to meet the needs of the student prior to making this decision. Steps in the intervention process are maintained in the AIG file. Throughout the school year AIG students receive progress reports/midterm reviews and parent conferences are scheduled to address specific concerns. Parents receive a letter and yearly performance review from the AIG specialist at the end of the school year concerning the status of their student's AIG services.	* Practice G 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 developed and reviewed annually with parents/ guardians to ensure effective programming, provide a continuum of services, and support school transitions.	The PEP for AIG students will be provided to teachers with documentation from year to year to articulate the differentiated curriculum and instructional service options matching the needs of AIG students in all grade levels with formal identification. Students who are placed in the talent pool in K-3 have documentation of services and anecdotal information and academic data for future input for placement (growth, progress, interests, and insights). Parents will be offered a yearly conference to meet with teachers and the AIG Coordinator to discuss the student's AIG PEP. The AIG Advisory Committee will evaluate the use of the PEP at the end of the school year and at the end of each consecutive year to evaluate and make changes as needed. The digital Learner Profile will have duplicate information available in paper form as the PEP. As students learn skills, mature, and progress in grade level, more student led articulation of SMART goals and Portrait Of A Graduate needs will be part of the differentiation and instructional services matched to student strengths. An initial letter will be sent to all families to explain the AIG program. The AIG Coordinator will collaborate with other charter schools in Western North Carolina to understand how AIG is conducted and documented in order to improve the services that LLCA will provide for AIG students. The PEP will provide evidence of instruction and curriculum for students. Within all K-8 classrooms the Core Knowledge Curriculum is implemented and daily intervention times, which ensures students are receiving a blend of learning on grade level and learning at their ability level. At the K-8 level, leveled reading libraries are provided to classrooms to accommodate various reading levels. The 3rd-11th grade teachers also integrate Commonlit.org and Newsela for differentiated text levels that may support
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English Language Arts, Science and Social Studies. In the math classroom problem based learning is used to facilitate learning and to differentiate instructional practices. Online tools like IXL, STAR, Zearn, and MobyMax are used by K-11 teachers to differentiate lessons for student needs. Service options for high school students will be determined annually as the student and a faculty advisor, school counselor and/or gifted specialist review the students' course selections via PowerSchool. A student's eligibility to enroll in honors and/or AP courses will also be reviewed annually. This review will be completed prior to registration. High schools encourage students to challenge themselves academically and recognize students for academic achievement throughout the year.

*** Ideas for Strengthening the Standard**

Continue to update school and website with up to date information for AIG families and potential students. Continue to change the lens of what gifted 'looks' like including recognizing 2e (Twice Exceptional) and ML (Multilanguage Learners) students, Individualized/Personalized Education Plans for each student will include evidence that demonstrates student learning, abilities and potential, and these Plans will be used by teachers to develop a comprehensive student profile. To encourage student agency, each student creates a learner profile to be shared and built upon each new grade level.

The profile can be a part of a portfolio to show growth K-12. These plans will be monitored by administration and the AIG Advisory Team as needed in an ongoing process.

Planned Sources of Evidence

* Kindergarten - 2nd Reading levels (Star Reading and Leveled Literacy), Math levels - STAR math and state math assessments Kindergarten Entry Assessment, Above grade level work samples	
* Grade Span: 3rd - 5th Reading levels (BOG, EOG) Math levels EOG, Above grade level work samples Anecdotal records from teachers , Other assessments (Star Reading and Math, Easy CBM)	
* Grade Span: 6th - 8th Writing and reasoning samples, CogAt (as needed for individuals only) Reading levels Lexile, EOG, Above grade level work samples, Anecdotal records from teachers,	
* Grade Span: 9th -12th EOG/EOCs, Above grade level work samples, Anecdotal records from teachers WIDA for MLs, PSAT/PreACT/SAT/ACT	

Type	Documents Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	

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 AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

Lake Lure Classical Academy offers a variety of embedded and stand alone programming for AIG students, as well as appropriate resources, opportunities, and support. For students beginning as early as Kindergarten - eighth the AIG Coordinator and AIG team is made aware of students who might require services through differentiation, AIG teacher consultation with student's teacher, pull-out or advanced academia. Students in 9th-12th grade regardless of identification may register for advanced courses and performance determines continuation. The process for addition to the talent pool starting in kindergarten or placement starting in third grade, begins if the team deems necessary and criteria is met. K-2 Students are not identified at this level. Students transferring to LLCA who have skipped a grade will automatically be enrolled in the AIG program; however, official identification may be conducted after one grading period. Teachers have the PETS program for instruction and the checklist is used for the talent pool recommendations. Programming is offered for these potential and/or gifted students matching their particular needs/subject area including the areas of reading, theater, math, music, and art. These services may include pull-out, consultative, grade/subject advancement and/or differentiated instruction (enrichment, extension, acceleration) in the classroom, grade-skipping and subject acceleration available based on evaluation criteria, compacted curriculum to eliminate redundancy and allow for acceleration, Intentional grouping to support advanced learning while fostering peer interaction, and Credit by Demonstrated Mastery (CDM) for high-achieving students (9-12).

AIG ELA students (AR, AI, AG, IG - if strengths are identified in reading) may be placed in ALA (Advanced Language Arts) as a homogeneous group for all grade levels if teacher funding is available. If this is not available, teachers will differentiate as needed for students. Reading placement includes, but is not limited to, these programs: Socratic Inquiry, advanced literary/works (American and global cultures), research, advanced writing instruction (college ready), Greek/Latin word stems, Battle of the Books, arts integration, interdisciplinary self-selected study units, Project Based Learning units, literature circles, and writing contests. AIG Math Students (AM, AI, AG, IG - nonverbal) are placed in a homogeneous group for all grade levels; math placement includes, but is not limited to: Math 1 (grade 8), Challenge Math, arts integration. *8th grade students can take Math 1 for high school credit provided for students in grades 9-12. In high school, students can enroll in honors and advanced placement. Additionally, students identified as AG or IG may be offered accelerated course placements and dual enrollment at ICC. Counselors and Social Worker available for emotional/social support and therapy; provided for students at all grade levels, as needed: Ability or achievement grouping/flexible instructional groups, Abstract Content/Complex Tasks, Critical and Group Skills training, Problem Based Learning, Open-ended assignments, Organizational management, Subject Integration, Cooperative learning groups, Higher Order Thinking Skills, Independent Study Projects. For additional intellectual stimulation, K-12 students are encouraged to participate in a variety of enrichment programs such as STEM and STEAM clubs, summer camps, numerous school clubs and competitions. These programs happen both within the school day and after regular school hours. Social and emotional support is provided through school counselors, AIG specialists, classroom teachers and community resources on a continual basis.

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Grade Span	Academically Gifted	Intellectually Gifted	Academically and Intellectually Gifted	Additional information
K-2	* Students are not formally identified at this level. Teachers use the PETS program and checklists for talent pool recommendations. Differentiated instruction focuses on enrichment, extension, and acceleration in reading. Math potential is nurtured through differentiation and exposure to advanced math concepts. Teachers use the PETS program and checklists for talent pool recommendations. Differentiated instruction focuses on enrichment, extension, and acceleration in reading.	* Early cognitive development is supported through programs like Primary Thinking Skills and Thinking Skills & Key Concepts. Teachers collaborate with AIG specialists to foster creativity, critical thinking, and problem-solving skills.	* Students demonstrating potential across multiple domains receive enrichment opportunities tailored to their strengths.	* Teachers collaborate with AIG personnel to develop curriculum and instructional services tailored to advanced learners. Flexible groupings and grade-level advancement are available based on evaluation criteria. Focus on fostering creativity, critical thinking, and cognitive growth through programs like Thinking Skills & Key Concepts. Parents can consult with AIG specialists regarding advanced learning needs.
3-5	* Formal placement begins at the end of third grade if criteria are met (e.g., high achievement scores, teacher recommendations). Advanced reading programs may include literature circles, Battle of the Books, and exposure to advanced literary works. Challenge Math and arts integration are offered for advanced learners. Differentiated instruction includes problem-solving tasks, compacted curriculum, and STEM activities. Students receive pull-out or consultative services tailored to both subject areas. Programming includes interdisciplinary projects integrating reading and math concepts.	* Identified students participate in abstract content tasks, problem-based learning, and open-ended assignments. Flexible instructional groups foster peer collaboration and intellectual growth.	* Comprehensive services address strengths across academic and intellectual domains through pull-outs, enrichment units, and differentiated classroom instruction.	* Teachers work together with AIG personnel to design curriculum and instructional services that are specifically tailored to advanced learners, addressing their unique strengths, weaknesses, and social-emotional needs. Services will be available for advanced learners both as a group and through individualized plans, ensuring that each student is supported in their growth and development of creativity and skills aligned with the NC Portrait of a Graduate.

6-8	* Teachers differentiate learning for students through, programs like Socratic Inquiry, advanced literary works, research projects, Greek/Latin word stems, and writing contests. Placement includes Challenge Math or Math 1 for high school credit (8th grade). Programs integrate arts with advanced mathematical concepts to enhance learning experiences. Homogeneous group placements provide targeted instruction in both areas. Interdisciplinary projects connect advanced reading skills with complex mathematical problem-solving.	* Students engage in higher-order thinking tasks, independent study projects, and cooperative learning groups. Opportunities include compacted curriculum to eliminate redundancy and allow acceleration.	* Students engage in higher-order thinking tasks, independent study projects, and cooperative learning groups. Opportunities include compacted curriculum to eliminate redundancy and allow acceleration.	* Teachers work together in PLCs and with AIG personnel to design curriculum and instructional services that are specifically tailored to advanced learners, addressing their unique strengths, weaknesses, and social-emotional needs. Services will be available for advanced learners both as a group and through individualized plans, ensuring that each student is supported in their growth and development of creativity and skills aligned with the NC Portrait of a Graduate.
9-12	* Advanced Language Arts includes college-ready writing instruction, research projects, interdisciplinary study units, literature circles, advanced literary works from global cultures, and writing contests. High school math options include honors courses, AP classes, dual enrollment at ICC for college credit, and Credit by Demonstrated Mastery (CDM). High school math options include honors courses, AP classes, dual enrollment at ICC for college credit, and Credit by Demonstrated Mastery (CDM).	* Accelerated course placements are available based on evaluation criteria. Students may engage in independent research projects or interdisciplinary studies tailored to intellectual strengths.	* Comprehensive services include honors/AP courses, dual enrollment at ICC, CDM opportunities for mastery-based advancement, flexible instructional groupings, social-emotional support from counselors, and participation in extracurricular enrichment programs like STEM clubs.	* Teachers work together in PLCs and with AIG personnel to design curriculum and instructional services that are specifically tailored to advanced learners, addressing their unique strengths, weaknesses, and social-emotional needs. Services will be available for advanced learners both as a group and through individualized plans, ensuring that each student is supported in their growth and development of creativity and skills aligned with the NC Portrait of a Graduate.

* Practice B

Delivers an AIG program with comprehensive services that address the social and emotional needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel based on student needs.

LLCA is a K-12 school, and offers an array of K-12 programs (academic and extracurricular) to meet the needs of gifted learners. Transitioning from grade to grade in elementary, from elementary to middle, and from middle to high school, information about the students is shared with the counselors, classroom and subject area teachers to ensure they are aware of identifying areas and special needs of LLCA students (blue folder within PEP).

School counselors have a regular consultation with the AIG Specialist and varied personnel (Dean of Student Affairs, classroom teachers, specials/encore teachers, support staff) to address the social/emotional needs of students with indicators or concerns. Counselors keep a running log for interactions/services with students. Lunch buddies, social/emotional small groups, and personal journals are part of collecting data to make sure student social/emotional needs are addressed. The school nurse along with counselors look through the lens of the correlation of physical health and mental health. There are efforts to

educate students on eating healthy, hygiene, sleep habits, and overall well being. Teachers are encouraged to conduct after school clubs to encourage stronger relationships with students in support of the whole child.

The implementation of the Multi-Tiered System of Supports (MTSS) across elementary and middle school levels has introduced enhanced differentiation training for classroom teachers, thereby strengthening core instruction. This initiative empowers educators to effectively address the diverse needs of students and facilitate their growth. As the district advances with MTSS implementation and training at all grade levels (K-12), specialists will collaborate with classroom teachers to ensure that the learning needs of gifted students are adequately addressed.

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*** Practice C**

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

LLCA is a K-12 educational institution that facilitates student transitions between grades in elementary school, from elementary to middle school, and from middle to high school. Relevant student information is shared with counselors and classroom teachers to ensure they are aware of each student's unique needs, including social/emotional challenges, organizational skills, and twice-exceptionalities. Teachers employ various tools such as interest surveys, writing samples, and interviews, when appropriate, to assess students' interests, learning styles, and preferences.

The identification process for Academically and Intellectually Gifted (AIG) students involves multiple criteria. The AIG coordinator or a trained designee models Problem-Based Learning (PBL) lessons for grades K-2 in elementary schools. Additionally, the AIG coordinator collaborates with teachers to help them reflect on differentiation strategies and how to address the social/emotional and academic needs of gifted students.

This includes considerations such as:

- Are gifted students provided opportunities for acceleration?
- Are teachers aware of how students were identified and in which areas?
- Do gifted students have regular chances to explore their interests and strengths?
- Are they encouraged to extend their learning beyond the basic level?
- Are differentiated assignments truly varied rather than merely increased in quantity?
- Do students have opportunities and support to learn from failure?
- Can they identify available resources for assistance?

The program employs multi-layered assessment strategies that align with the North Carolina Standard Course of Study. These strategies include the triangulation of data from norm-referenced aptitude tests, formative assessments such as Star Reading and Math, and NC Check-Ins. Additionally, the program incorporates the Multi-Tiered System of Supports (MTSS) framework to facilitate flexible grouping across grade levels and content areas, along with pre-assessment protocols to identify opportunities for acceleration in core subjects.

Teachers will leverage common planning time and the MTSS framework to analyze data that informs their instructional practices, effectively serving all students. This analysis includes utilizing anecdotal data from classroom observations, common formative assessments, benchmarks, NC Check-Ins, and intervention assessments such as Star Reading and Star Math. The collected data will be used to develop flexible reading groups, ensuring that the Balanced Literacy Framework addresses the needs of all students. The daily instructional schedule will be differentiated to provide time for flexible grouping across grade levels or content areas.

The program's effectiveness is evaluated through quarterly audits of instructional practices, ensuring alignment with North Carolina's AIG Program Standards. Teachers engage in reflective practices guided by questions regarding the quality of acceleration, the effectiveness of differentiated instruction, and the development of resilience in the face of challenges. This integrated approach ensures that gifted services complement rather than replicate the standard curriculum while adhering to the principles of classical education.

Role	Responsibility
Classroom Teacher	Implement differentiated instruction using interest surveys, learning style inventories, SMART (Specific, Measurable, Achievable, Relevant, Time-Bound) goals, and/or learner profiles
AIG Coordinator	Conduct classroom modeling, lead PD on gifted pedagogy, monitor service delivery, assist classroom teachers with learner profiles and SMART goal setting
Administrators	Allocate resources for cluster grouping and extended learning opportunities
Counselors	Provide social-emotional support and transition planning

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

The program uses a variety of assessment methods that match the standards set by North Carolina's educational guidelines. These methods include looking at different types of data from standardized tests, regular assessments like Star Reading and Math, and NC Check-Ins. The program also follows the Multi-Tiered System of Supports (MTSS) framework, which helps create flexible groups of students across different grades and subjects and allows for pre-assessments to find ways to speed up learning in key subjects.

This approach aligns well with North Carolina's standards, traditional education values, the Core Knowledge curriculum, and fairness goals. Here are some main points of alignment:

Using both ongoing and final assessments to guide teaching meets North Carolina's guidelines for Advanced Academic Programs (AIG), which support diverse ways to identify and teach gifted students, ensuring a continuous learning experience from kindergarten through 12th grade. Combining traditional education principles with data-informed practices allows for focused lessons and flexible grouping, in line with the Core Knowledge Sequence, making sure that students have a clear and connected learning experience. The program creates supportive learning environments by: 1. Universal Access: Offering enrichment activities, like special interest clubs before and after school, to all students, not just those identified as gifted. 2. Data-Driven Instruction: Grouping students by their individual needs helps ensure suitable challenges for everyone. 3. Diverse Needs: Best practices are used to meet the different needs of students, which aligns with traditional education goals. 4. Partnerships: Strong community partnerships support a well-rounded educational experience. The vertical alignment of standards helps build knowledge in a systematic way, ensuring that students have solid foundations in key subjects, build on what they learn over time, and understand clear expectations for their skills. Training teachers to use data effectively and focus on the curriculum helps them recognize and nurture the potential in every student and provide the right challenges for those who are advanced. By integrating AIG strategies with existing methods, the program enhances learning for all students, allowing for smooth connections between general and advanced education while efficiently using resources. This approach, which combines data-informed practices, traditional education values, and fairness, creates a strong educational framework that respects the Core Knowledge sequence and ensures every student has access to meaningful learning experiences while promoting responsibility and academic excellence.	* 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. Stakeholders have access to a printed copy of the AIG plan when requested and can access a digital version through the school's web page under the AIG tab, through the AIG Specialist's teacher web page, or a link upon request. This is to help answer common questions and provide contact information. Classroom teachers and school staff have access to all of the previously mentioned access points as well as summaries in the faculty newsletter to understand the goals and responsibilities that connect to our school's improvement plans and the Strategic Plan from the Board of Directors. The school holds events for parents to explain gifted services and the related processes. We make an effort to communicate in the languages that students are most comfortable with. There are AIG brochures available for teachers and parents/guardians at the school. At the start of each school year, LLCA will offer training for teachers and staff on how to provide tailored services and instruction.
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* Practice F Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.	LLCA will leverage existing collaborative structures (MTSS) to share resources supporting students' social/emotional development at the start of each academic year. There will be biannual on-site meetings to update student progress and services, overseen by the AIG coordinator. Yearly documentation will transition with students, including academic and relevant social/emotional information for continuity of services (DEP/PEP). The AIG Coordinator at the beginning of each school year will meet with teachers (K-12) to discuss the area of identification for gifted students in their class. Students transferring in/out of LLCA will have documentation on how the student was identified (which criteria was met), how the student is currently being served (environment, time, etc.), and data regarding the social/emotional, intellectual and academic needs of the student necessary to be supported for success. If available a learner profile containing goal, growth, and successes will be included. For the transition between elementary, middle, and high school an interdisciplinary team, including educators, counselors, and parent representatives, will be established to address and compile resources to promote gifted learners' social and emotional needs and health. Transitional meetings may consist of classroom teacher, school counselor, AIG specialist, administration, ML, EC, to develop a new DEP/PEP. Guidance counselors will regularly meet with AIG students to build relationships and address their needs, while also providing classroom instruction on social/emotional health. Collaborative programs reflecting students' real-world experiences will be implemented with counselors, regular education teachers, and the gifted specialist, utilizing resources from Blue Ridge Health for serious needs.
* 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.	Lake Lure Classical Academy follows state guidelines for advancement to kindergarten. In elementary schools, students are allowed opportunities to attend the next grade level for instruction in math and reading based on classroom assessments, released EOGs and evaluation by the AIG teacher. If this option is not feasible, flexible grouping/subject acceleration/compacting and/or use of vertical alignment standards are implemented. Any student may be provided subject acceleration at the decision of the AIG team. AIG students in middle school participate in novel studies and students in high school work with high school counselors and community college liaison to align opportunities that include coursework through Isothermal Community College (provided through Career and College Promise). High School students may also elect to take courses through the NCVPS for acceleration. All students are provided Personalized Education Plans and may attend advanced/AP/Honors classes.
* Practice H Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming.	To establish clear and equitable identification processes for gifted students through a multi-criteria approach—including intellectual, academic, creativity, leadership, and artistic abilities—Lake Lure Classical Academy employs tools such as PETS and Thinking Skills & Key Concepts to recognize above-average performance in K-3 learners. Documentation related to identification procedures is maintained and effectively communicated to both school personnel and parents, encompassing checklists and student products. LLCA is dedicated to adapting the North Carolina Standard Course of Study to provide differentiated instruction that meets the academic and intellectual needs of gifted learners. This commitment includes fostering 21st-century skills, such as critical thinking and creativity, through STEM activities led by qualified experts. Although formal identification does not occur at this level, the AIG specialist collaborates with classroom teachers to create individualized plans that support both cognitive and affective growth for K-3 learners. Teachers receive ongoing resources and training to effectively implement a differentiated curriculum, nurture creativity, and support social-emotional development. Collaborative efforts among classroom teachers, AIG specialists, and instructional staff are actively encouraged. LLCA incorporates Core

Knowledge, a knowledge-based curriculum that emphasizes foundational skills in literacy, mathematics, history, science, and the arts. STEM activities, such as citizen science projects and engineering design challenges, are utilized to enhance curiosity and problem-solving skills, while interdisciplinary learning connects classical educational principles with contemporary STEM practices for a deeper understanding.

Furthermore, LLCAs place a strong emphasis on outdoor education as part of its experiential learning approach for all students, aligning with the school's mission and vision. All elementary students have access to outdoor learning environments through designated areas on campus, grade-specific class time with the Outdoor Education Specialist, the Walking Classroom curriculum (Grades 2-8 but aligned with fifth grade NC Standards), Muddy Sneakers (for fifth grade), and various other classes and opportunities for grades 6-12.

*** Practice 1**

Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of talent development efforts, including frontloading, in grades 4-12.

Frontloading by definition is meant to promote equity, develop potential, and improve identification. AIG coordinator/teacher communicates service options to ML, EC teachers, Title 1, Speech, and other teachers who have specialized student focus and partner with these teachers for effective programming and to coordinate efforts. Lake Lure Classical Academy focuses on providing appropriate and challenging services/programs to advance all students regardless of ethnicity, economic levels, ML placement, highly gifted identification and special needs. Inquiries from parents are immediately addressed.

Teachers receive ongoing professional development to learn to recognize gifted behaviors in diverse populations, implement advanced curriculum and differentiation strategies. The classroom teachers and AIG specialists discuss student progress and potential, and may co-plan lessons that incorporate frontloading strategies.

Universal screening using local norms and non-verbal ability tests are used to identify diverse gifted learners. Portfolios for all students (part of PEP) is data and documentation for potential in giftedness and includes work samples, teacher observations, and student reflections. Teachers use observation scales (ie. SIGS (Scales for Identifying Gifted Students) or GRS (Gifted Ratings Scales)) to inform the identification process.

Lake Lure Classical Academy integrates the Primary Education Thinking Skills (PETS) to introduce advanced thinking skills (convergent, divergent, visual, and evaluative thinking) to K-3 students. The Thinking Skills & Key Concepts is across all subject areas including daily warm-up exercises to challenge analytical and creative thinking. The Walking Classroom is used to frontload content knowledge and vocabulary through "Walk, Listen, and Learn" sessions. Follow-up discussions and activities are used to reinforce learning and identify potential gifted behaviors.

Additional talent development screening pool placement continues in grade 3 and beyond; annually test data is reviewed, classroom observations and teacher interviews are conducted. To provide challenge the AIG specialist and content teacher use literature-based units that emphasize advanced reading comprehension and analysis along with the implementation of problem-based learning scenarios that require critical and creative thinking. To differentiate teachers use pretests and varied level assignments. At the elementary level nurtured students may participate in year-long or unit-long enrichment groups based on interest or strength area.

LLCA will actively work to find and help AIG students who have often been missed or not given enough support in the past through promoting such programs as the Duke PreCollege Program and other state and national talent development programs. Beginning in 6th grade LLCAs guidance counselor provides information to families for those identified as candidates for the Duke Pre-College program opportunities. Duke's program allows students to access a blend of free resources, as well as paid opportunities that families may select for their child. For families that may be economically disadvantaged they may receive financial support by proof of income.

Students may be enrolled in advanced courses at the middle school level based on grade performance, achievement in language arts and math and/or aptitude. Honors and AP classes at the middle and high school level consist of both identified and nurtured students. Students are encouraged and selected to

participate in academic enrichment opportunities through the school or community, such as Novel Inventions, National History Day, Battle of the Books, Spelling Bee, Mock Trial, Bridge Club, Chess Club, Robotics, Science Olympiad, etc. As part of the “Family Engagement Series” workshops for parents on nurturing gifted behaviors and frontloading at home. Resources on enrichment activities and critical thinking exercises are regularly shared through the AIG specialist webpage, the Raptor Family Newsletter, and shared with classroom teachers to distribute to all students. Parents are educated on the process and benefits of frontloading. Guest speakers are invited for enrichment experiences and field trips are organized that align with front loading content. By implementing these strategies, Lake Lure Classical Academy works to create a comprehensive frontloading program that aligns with NC standards and best practices in gifted education. This approach is to provide equitable opportunities for all students to develop and demonstrate their potential, ultimately leading to more diverse and inclusive AIG identification and services.	
* Practice J Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day. LLCA offers many extra-curricular activities such as academic clubs, performing arts, sports, and honor societies. All students can choose to be and are encouraged to participate in multiple clubs and activities. Field trips are regularly utilized in all grade levels to enhance learning. We have partnered with Chimney Rock State Park to provide unique learning opportunities for students. Extra-curricular activities such as Muddy Sneakers, Rube Goldberg, STEM, and environmental clubs are also provided for students to enhance their learning and to engage their interests.	
* Ideas for Strengthening the Standard LLCA believes that every child, regardless of their needs, must have a personalized learning experience, thus the creation of the PEP for students regardless of their identification. Lesson plans, whether in the regular education classroom or any other classroom must be differentiated to meet the needs of all learners. As a school we must continue to add additional opportunities for career and technical development. We are planning on increasing the number of courses we presently offer in coding and digital learning. Schoolwide Enrichment Model (SEM): Adopt Renzulli's SEM approach to provide enrichment for all students ▪ Implement Type I exploratory activities to expose students to various topics and disciplines ▪ Offer Type II skill-building workshops to develop research and problem-solving skills ▪ Facilitate Type III independent investigations for students showing advanced potential (This is already being done to an extent with Genius Hour in pull-out time, lunchtime clubs, and after school clubs in K-12.)	

Planned Sources of Evidence

* Course offerings for students from dual enrollment and NCVPS	
* Transition meetings agendas for Prek-K, K-5, 6-7, 8-9, 12-and beyond	
* Accelerated course opportunities discussed with students and families.	
* Checklist for PEPs and/or copies of PEPs.	
* Professional Development agendas/attendance	
* Family Newsletters with events/social media/community media	
* PLC/SIT agendas	

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

Standard 3: Differentiated Curriculum and Instruction

Lake Lure Classical Academy (81B) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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 by differentiating curriculum and instruction, including enrichment, extension, and acceleration strategies.

Differentiating curriculum and instruction for gifted students under North Carolina standards aims to challenge advanced learners by tailoring the NC Standard Course of Study (SCOS) to their readiness, interests, and learning profiles. The intent is to ensure that gifted students engage with rigorous, relevant content through strategies such as enrichment (deepening understanding), extension (broadening applications), and acceleration (advancing through content faster). This approach prevents stagnation, fosters intellectual growth, and maintains alignment with grade-level expectations while leveraging vertical progression to the next grade level when appropriate.

All teachers are required to teach the SCOS for each grade and subject, with administrators monitoring instructional effectiveness. Teachers receive annual training on differentiating instruction for advanced learners and increasing opportunities for all students. They are provided with credible, research-based resources to enhance grade-level standards and extend learning to the next grade level through vertical alignment. Teachers use formative and summative data to compact curriculum, create flexible groupings, address deficits, and personalize instruction. Professional development opportunities—such as those offered by NCCAT (NC Center for the Advancement of Teaching), WRESA (Western Region Education Service Alliance), or online courses—support teachers in implementing these strategies effectively.

Differentiation is supported across all grade levels:

- Elementary: During the daily WIN ("What I Need") block, K-5 students can accelerate learning through cross-grade-level grouping. AIG teachers provide pull-out or push-in services in Language Arts and math for identified and nurtured students for 30-60+ minutes weekly. They also collaborate with classroom teachers to support differentiation on a daily basis.
- Middle School: Students engage in enrichment courses and flexible grouping. Daily classes differentiate instruction for AIG students, monitored through teacher observations and personalized education plans within the student learner profile, which follows them from K-12.
- High School: Advanced learners may take honors courses, AP classes through NCVPS, or attend Isothermal Community College for advanced coursework.

Resources for differentiation may include TED Talks, The New York Times Learning Network, Smithsonian Education, ARTSEDGE, Mystery Doug, The Stock Market Game, and National Council of Teachers of Mathematics (NCTM)

Example of Differentiation in Math:

A 4th-grade student who has mastered multiplication and division standards is identified through formative assessments as needing accelerated instruction. To adapt the SCOS:

1. Curriculum Compacting: The teacher eliminates repetitive practice on mastered concepts and introduces 5th-grade algebraic thinking standards, such as writing equations for word problems.

2. Vertical Alignment: The teacher integrates advanced problem-solving tasks from the 5th-grade SCOS, such as pre-algebra concepts, supported by collaboration with the AIG specialist.
3. Flexible Grouping: During the WIN block, the student joins a 5th-grade math group to work on collaborative projects (e.g., designing a budget using multi-step equations and data analysis).
4. Teacher Support: The AIG teacher co-teaches during push-in sessions or provides advanced materials to scaffold complex tasks.

The student's Personalized Education Plan (PEP) documents these adaptations, ensuring alignment with SCOS objectives while addressing their advanced needs. This approach reflects North Carolina's focus on data-driven differentiation, resource accessibility, and professional development to meet the needs of gifted learners effectively at all levels of education.

*** Practice B**

Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12.

Lake Lure Classical Academy is dedicated to providing a rigorous, personalized education that empowers all students, including gifted learners, to achieve their full potential. This is accomplished through a comprehensive framework that integrates professional development, instructional alignment, and targeted gifted student support, all grounded in the North Carolina Standard Course of Study (NCSCOS), Core Knowledge principles, and classical education methods.

LLCA fosters continuous teacher growth through targeted professional development, ensuring effective instruction for diverse learners. Resources for professional development may include: NCSSM's Division of Extended Learning (focusing on critical thinking, communication, and creativity through customizable sessions and PLCs), North Carolina Museum of Natural Sciences (integrates natural sciences through virtual workshops and hands-on experiences), NCVPS (enhancing collaboration and critical thinking via free online courses within PLCs), University of Dallas K-12 Classical Curriculum Project (introducing the Trivium (grammar, dialectic, rhetoric) and classical teaching principles), Carolina Public Humanities (providing discounted access to enriching weekend seminars).

Professional development aligns with NC's Portrait of a Graduate durable skills and the classical Trivium to scaffold learning. Teachers can utilize Skills for the Future assessment tools (via NCDPI grant) to measure creativity and curiosity.

Data-driven differentiation is paramount. Teachers use surveys, PEP files, and multiple AIG identification criteria (including creativity and curiosity metrics) to personalize instruction. Strategies, guided by NC AIG's revised Standard 3, include flexible grouping for interdisciplinary projects, acceleration paired with classical rhetoric exercises, and curriculum integration tailored to individual needs.

Teachers are supported through modeling, collaboration, and ongoing reflection, ensuring students receive targeted acceleration and enrichment.

The curriculum cultivates future-ready skills through Project-Based Learning (PBL) (Working on real community problems and making multimedia presentations about them), feedback sessions (setting up organized times for students to give each other helpful feedback), exploration projects (finding and working on research topics that support social and emotional skills), advanced learning options (taking college courses in logic and civic leadership while still in high school).

Lake Lure Classical Academy strives for robust support systems through teacher collaboration and accountability which may look like

▪ Active PLCs, monitoring by administrators, and conducting quarterly reviews of student creativity and curiosity projects. ▪ Partnerships with the Carnegie Foundation and ETS enhance feedback methods. For example: Consider a student who excels in a project-based learning environment but might not perform as well in traditional tests. The new assessment tools would recognize and measure this student's skills in areas like project management, collaboration, and creativity, providing a more comprehensive view of their abilities. ▪ Whole-Child Monitoring: Expanded PEP files track social-emotional growth and creative risk-taking. Bi-annual innovation showcases reinforce real-world skill application. ▪ Classical-Core Knowledge Synergy: Combining Core Knowledge's content depth with classical grammar-stage techniques and arts integration to fuel creative connections. Lake Lure Classical Academy provides specialized activities for gifted students across grade levels, fostering creative thinking and academic excellence. These include hands-on projects, debate, and historical analysis. The school addresses diverse gifted student needs by: ▪ Identifying individual strengths and areas for growth. ▪ Employing varied teaching methods for enhanced comprehension. ▪ Facilitating personalized learning and enrichment. ▪ Promoting social-emotional well-being and inclusion. ▪ Regular monitoring of progress. Lake Lure Academy's foundation rests on: ▪ Core Knowledge Principles: Emphasizing a structured, knowledge-rich curriculum that builds upon prior learning. ▪ Classical Education's Trivium: Implementing grammar, logic, and rhetoric stages to cultivate well-rounded learners. By integrating these principles, Lake Lure Classical Academy ensures a rigorous, engaging, and future-focused education for all students.	* Practice C Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students. LLCA is dedicated to cultivating the unique abilities of gifted learners through a comprehensive Academically or Intellectually Gifted (AIG) program. This program emphasizes a dual approach, integrating rigorous academic challenges with robust social-emotional support, all while adhering to the North Carolina Standard Course of Study (NCSCOS) and the NC AIG Standards. Our goal is to foster the holistic development of gifted students by utilizing evidence-based resources and tailored instructional strategies designed to meet their diverse academic, intellectual, and social-emotional needs. Academic and Intellectual Enrichment: ▪ Rigorous Curriculum and Resources:
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We implement a curriculum that aligns with NCSCOS, focusing on depth of understanding and higher-order thinking.

- Resources such as Eureka Math, including "Eureka Math Equip" for personalized acceleration, and Renaissance Learning's STAR Reading and Math for adaptive assessments, are utilized to tailor instruction.
 - The Core Knowledge Sequence provides a coherent, content-rich framework to build strong foundational knowledge and cross-curricular connections.
- Differentiated Instructional Strategies:
- The Balanced Literacy Framework (K-8) enables flexible grouping and targeted instruction.
 - Thematic units promote abstract thinking and real-world application.
 - Curriculum compacting optimizes learning time for students who demonstrate mastery.
 - Technology integration through Chromebooks and diverse online resources expands learning opportunities.
 - Access to advanced library resources and external collaborative opportunities enriches learning.

▪ Individualized Learning:

- Student learning profiles, developed through interest surveys, learning style inventories, and ability assessments, and SMART goals set by students, guide instruction and assessment.
- Strategic implementation includes pre-assessments, individualized Differentiated Education Plans (DEPs), and collaborative Professional Learning Communities (PLCs).
- Example grade level differentiation:
 - Kindergarten uses the CKLA "Plants" unit to begin in depth science exploration.
 - Third grade utilizes Eureka Math Module 3 to push students into more complex mathematical problem solving.
 - Sixth grade may use STAR Math data and/or NC Check-ins to differentiate math instruction based on individual student needs.
 - Ninth grade thematic units may be used to explore Shakespearean and historical conflicts, to promote higher level thinking.

Social-Emotional Support:

- Supportive Environment:
- A positive and supportive environment is fostered, with dedicated guidance counselors and mental health specialists.
- Comprehensive Guidance Services:
- Weekly K-5 push-in lessons focus on social-emotional development.
 - 6-12 programs emphasize character development, service learning, and emotional well-being such as a SEL Encore class.

▪ Targeted Support:

- Bibliotherapy addresses the unique social-emotional needs of gifted learners.
 - Strategies are implemented to support twice-exceptional students.
 - Proactive social-emotional programs, such as Random Acts of Kindness, promote positive interactions.
- Professional Development:
- Ongoing professional development ensures staff are trained on the social-emotional needs of AIG students and health-related topics.
- Communication and Collaboration:
- The AIG Coordinator/Designee utilizes weekly faculty updates to provide resources and address student needs.
 - Strong communication among the AIG designee, school counselors, general classroom/EC teachers, and support staff including interventionists, Encore and Specialists teachers (PE, Music, Art, etc.) ensures effective data collection, monitoring, and reflection.
 - Ongoing data analysis informs program adjustments, resource development, and stakeholder communication.

Equity and Access:

- Addressing Underrepresentation:
- LLCA is dedicated to making sure that all students, including those from diverse backgrounds and with different learning needs, have the opportunity to participate in AIG programs.
 - Curriculum and instruction are differentiated in content, processes, products, and learning environments, considering student readiness, interests, and learning profiles.
 - Culturally responsive teaching incorporates diverse perspectives and experiences.
- Data-Driven Improvement:
- Student group data will be analyzed to identify potential underrepresentation in AIG programs.
 - SMART goals will be established to improve representation.
 - Professional development will focus on culturally responsive teaching, differentiation, and recognizing giftedness in underrepresented populations (strengths and potential of the whole child).
- Collaboration and Resources:
- LLCA will collaborate with special education, multilingual, and Title 1 personnel, as well as community organizations, to promote equitable identification and programming.
 - Local resources, such as the Rutherford County Library System, Chimney Rock State Park, and Isothermal Community College, along with online platforms like Khan Academy, BrainPop, and Coursea, will be utilized to enhance student learning.

▪ Demographic Data: • LLCA will provide district and AIG demographic data as required and will continuously analyze this information to ensure our programs serve all demographics equitably. By integrating evidence-based resources, personalized differentiation strategies, comprehensive social-emotional support, and a steadfast commitment to equity and excellence, LLCA prepares gifted students for lifelong success. Continuous refinement through data-driven analysis and professional development ensures the program remains responsive to the evolving needs of our gifted learners.	* Practice D Fosters the development of durable skills and mindsets which support post-secondary success. These skills include adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility. The Academically or Intellectually Gifted (AIG) program is strategically designed to foster the comprehensive and holistic development of gifted learners. It intentionally nurtures durable skills, cultivates growth mindsets, and bolsters vital social-emotional competencies essential for success in post-secondary life and beyond. Recognizing that giftedness encompasses more than mere academic acceleration, the program centers on cultivating the attributes articulated in North Carolina's Portrait of a Graduate: adaptability, collaboration, communication, critical thinking, empathy, a learner's mindset, and personal responsibility. This focus aligns directly with Operation Polaris 2.0, emphasizing the importance of connecting education to students' future aspirations and ensuring a well-rounded, future-ready graduate. LLCA will foster the development of future-ready skills for AIG students through various learning and enrichment opportunities. These activities will include flexible cluster grouping of students for project-based activities, extended field trips to support classroom learning, both small and large group presentations, research projects based on interest and the student's PEP, research writing and independent study sessions, and other opportunities identified in the PEP. LLCA will provide AIG students with opportunities to develop advanced communication skills to enhance their abilities to communicate and work effectively with others and to share their learning. Experiences to develop future-ready skills may include: Project-Based Learning, Problem-Based Learning, Design Thinking, Shared Inquiry, Socratic Seminar, Genius Hour, Global Math Task, Global Read Aloud, Creative and Critical Thinking, and Web-hosted collaboration and communication forums (Google Suite applications, Web 2.0 tools, etc.) Additional opportunities with like-minded peers may include: Science Olympiad, History Bowl, Battle of the Books, Honor Societies, Student Government, Lunch time clubs, Community service projects, STEM labs, Coding clubs, and Summer Enrichment Camp Grounded in the North Carolina Standard Course of Study (NCSCOS), Core Knowledge principles, and pertinent aspects of classical education, the AIG program provides advanced, real-world experiences. It emphasizes depth of knowledge, interdisciplinary connections, and differentiation within the NCSCOS framework, allowing for advanced exploration of concepts and applications across subjects. Supplementing Core Knowledge with classical literature and primary sources cultivates critical thinking, communication, and analytical skills. Best practices in gifted education, such as inquiry-based and project-based learning, are central to the program's design. These guide the implementation of the Portrait of a Graduate skills, offering students avenues to apply learned concepts to real-world problems and develop innovative solutions. To effectively develop Portrait of a Graduate competencies, the AIG program will utilize the following strategies across K-12, focusing on developmental appropriateness and increasing complexity: Adaptability: Connect students with real-world community challenges (e.g., environmental issues) requiring flexible solutions based on evolving data and feedback, aligning with "Operation Polaris 2.0." Engage with initiatives supported by the Office of Learning Recovery and Acceleration (OLR) for resources.
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- K-5 (Elementary): Students might participate in a design challenge where they build a structure that must withstand different weather conditions. They learn about the scientific method and have to adapt their designs based on testing results. A real-world example could be designing a more effective recycling program for the school, adapting their approach based on collected data on current recycling habits.
- 6-8 (Middle): Students could analyze a local environmental problem, collect data, propose solutions, and present their findings to community stakeholders. A key element is that the problem and potential solutions are complex and evolving, requiring them to adjust their strategies based on new information or unexpected roadblocks. They could also participate in coding challenges that require debugging and adapting to unforeseen errors in their programs.
- 9-12 (High): Students could engage in independent research projects on complex global issues (e.g., climate change, poverty). They would be expected to adapt their research questions, methodologies, and proposed solutions based on new data, feedback from experts, and evolving circumstances. Students could also participate in policy debates where they must adapt their arguments in response to opposing viewpoints and changing evidence.

Collaboration: Implement structured collaborative projects promoting negotiation, shared expertise, and constructive conflict resolution, mirroring real-world team dynamics. Consult the "Promising Practices" dashboard (identified in Operation Polaris 2.0) for examples of successful collaborative projects in NC schools.

- K-5 (Elementary): Students would participate in group projects that require them to share their expertise, negotiate roles, and resolve conflicts. These projects might involve creating a class presentation, building a model, or writing a play. Emphasis on understanding diverse perspectives and working towards a common goal.
- 6-8 (Middle): Students engage in interdisciplinary projects involving multiple subjects, requiring them to integrate knowledge and skills from different areas. This could involve Socratic Seminar, creating a historical documentary, designing a sustainable community, or developing a business plan. They would use collaborative platforms and tools, learning effective communication and project management techniques.
- 9-12 (High): Students could participate in collaborative research projects with university researchers or professionals in the field. They could also engage in global collaborations with students from other countries, working together to solve complex problems and address global issues. Mentorships with experts in specific fields (identified through the "Promising Practices" dashboard) provide additional collaborative opportunities.

Communication: Facilitate opportunities for students to communicate complex ideas through diverse mediums (debates, multimedia presentations, reports, creative writing). Connect students with the NC Student Connect program for collaborative projects with peers statewide.

- K-5 (Elementary): Students practice presenting their ideas clearly and effectively through show-and-tell, classroom discussions, and presentations. They also develop their writing skills through creative writing exercises, journal entries, and reports. Focus on clear articulation of ideas, active listening, and respectful dialogue.
- 6-8 (Middle): Students would learn to communicate complex ideas through a variety of mediums, including presentations, debates, essays, and multimedia projects. They would also develop their public speaking skills through participation in speech contests and presentations to community groups.

- 9-12 (High): Students would engage in advanced communication activities, such as writing research papers, presenting at conferences, and participating in policy debates. They could also use their communication skills to advocate for social justice issues or raise awareness about important causes. Participation in the NC Student Connect program connects them with a broader audience and collaborative opportunities.

Critical Thinking: Integrate advanced-level problem-solving activities, emphasizing interdisciplinary connections, and encouraging Future Ready's design thinking and innovation approaches.

- K-5 (Elementary): Students learn to ask questions, analyze information, and solve problems through hands-on activities, experiments, and puzzles. They also develop their reasoning skills through logic games and critical thinking exercises.
- 6-8 (Middle): Students would analyze complex texts, evaluate arguments, and draw conclusions based on evidence. They would also learn to identify bias, misinformation, and logical fallacies. Students would begin to explore ethical dilemmas and consider the consequences of different actions.
- 9-12 (High): Students engage in advanced inquiry-based research, conduct independent research projects, and develop innovative solutions to complex problems. Emphasis on evaluating sources, constructing well-reasoned arguments, and applying critical thinking skills to real-world situations, aligning with Future Ready design thinking approaches.

Empathy: Promote perspective-taking and cross-cultural understanding through partnerships with diverse communities and schools. Align with Operation Polaris 2.0's focus on Student Support Services to enhance social-emotional learning and cultural awareness.

- K-5 (Elementary): Students learn to identify and express their own emotions and recognize the emotions of others. They also learn to treat others with kindness, respect, and compassion. Students participate in activities that promote perspective-taking and cross-cultural understanding, such as reading stories from diverse cultures and participating in classroom discussions about fairness and justice.
- 6-8 (Middle): Students explore issues of social justice, inequality, and discrimination. They learn about the experiences of people from different backgrounds and cultures. Partnering with local organizations or schools in diverse communities, as emphasized in Operation Polaris 2.0 through Student Support Services, is crucial.
- 9-12 (High): Students engage in service-learning projects, working with community organizations to address social problems. They also participate in dialogues with people from different backgrounds and perspectives, deepening their understanding of complex social issues.

Learner's Mindset: Cultivate a classroom culture that embraces risk-taking and views mistakes as learning opportunities. Utilize bibliotherapy and targeted social-emotional learning activities supported by the OLR (Office of Learning Recovery and Acceleration).

- K-5 (Elementary): Teachers create a classroom environment that celebrates effort, persistence, and learning from mistakes. Students are encouraged to take on challenges, embrace new experiences, and view setbacks as opportunities for growth.
- 6-8 (Middle): Students learn about the growth mindset and how it can impact their learning and achievement. They also develop strategies for overcoming challenges, managing stress, and building resilience.

▪ 9-12 (High): Students engage in self-reflection activities, identifying their strengths and weaknesses, setting goals, and tracking their progress. They also learn to seek out feedback, learn from mentors, and advocate for their own learning needs. Personal Responsibility: Empower students to lead projects, manage resources, and make ethical decisions, connecting them with local organizations and businesses for mentorship opportunities. ▪ K-5 (Elementary): Students learn to take responsibility for their own actions, follow classroom rules, and complete their assignments on time. They also learn to respect the rights and property of others. ▪ 6-8 (Middle): Students take on leadership roles in the classroom, school, and community. They also learn about ethical decision-making and the importance of civic engagement. ▪ 9-12 (High): Students participate in student government, volunteer organizations, and other leadership activities. They also develop their skills in project management, budgeting, and fundraising. Connecting with local organizations and businesses provides mentorship and real-world application opportunities. Throughout K-12, the AIG program will use a variety of assessment methods to track student progress and provide feedback. These assessments will focus not only on academic achievement but also on the development of durable skills, growth mindsets, and social-emotional competencies. This aligns with NC's goal to redesign its K-12 accountability system. Recognizing the unique social-emotional landscape of gifted learners, the program integrates targeted strategies to support their well-being, including self-awareness, perfectionism management, emotional regulation, and resilience. LLCA administrators, classroom teachers, school counselors, AIG specialists, support staff, related arts/specials teacher collaborate to: ▪ Design integrated curriculum units that incorporate advanced content from the NCSCOS and Core Knowledge while emphasizing classical texts and methodologies. ▪ Provide real-world application opportunities through community partnerships, mentorships, and project-based learning. ▪ Utilize bibliotherapy and targeted social-emotional learning activities. ▪ Incorporate advanced-level critical thinking and creative problem-solving activities, emphasizing interdisciplinary connections. ▪ Offer leadership opportunities, fostering personal responsibility and ethical decision-making. ▪ Implement a comprehensive assessment approach evaluating academic growth alongside the development of durable skills and social-emotional competencies. By integrating these elements and leveraging state/local resources (as encouraged by Operation Polaris 2.0/Portrait of a Graduate), the AIG program effectively nurtures the whole child, equipping gifted learners for success in their post-secondary pursuits and empowering them to thrive in an ever-changing world.	* Practice E Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction.
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Teachers demonstrate instructional leadership by expertly using a balanced system of ongoing assessment (formative and summative) to analyze student learning data, differentiating classroom curriculum and instruction, and accelerating student growth (including for AIG students) in alignment with the North Carolina Standard Course of Study (NCSCOS) and school-wide goals. As implementing at LLCA, this includes demonstrating a deep understanding of varied assessments, including Star 360 Reading and Math, NC EOG and EOC Tests, NC Check-Ins, EVAAS, and BOG (3rd Grade) assessments, to inform instructional decisions for gifted learners, actively participating in professional development to deepen their understanding of data analysis, and using this information to drive instruction that supports purposefully differentiated learning environments for advanced students.

Explanation:

This revised practice reflects a commitment to a comprehensive, data-informed approach to instruction, particularly for gifted learners, as exemplified by the practices at LLCA. It goes beyond simply administering assessments to actively using the data to drive meaningful differentiation and acceleration.

Key Elements and Strategies:

To effectively implement this revised practice, teachers must develop expertise in the following areas:

1. Deep Knowledge of the NCSCOS and AIG Standards: A thorough understanding of the NCSCOS is essential. Teachers must also be familiar with best practices in gifted education and the unique learning needs of advanced learners, understanding asynchronous development, intensity, and social-emotional considerations. Resources like NAGC (National Association for Gifted Children) standards and resources from the Office of Learning Recovery and Acceleration (OLR) are valuable.
2. Expert Use of a Balanced Assessment System, Including LLCA Assessments: Mastery of using a variety of assessments is critical, including those specifically utilized at LLCA:

1. LLCA's Assessment Portfolio: Teachers at LLCA leverage a robust portfolio of assessments, including:

- Star 360 Reading and Math (K-8): These assessments provide ongoing progress monitoring data, enabling teachers to make data-driven adjustments to instruction and group students effectively. The immediate and in-depth data informs decisions regarding acceleration and curriculum compacting for AIG students. Teachers should participate in Renaissance Learning professional development to maximize the use of this platform.
- NC EOG and EOC Tests, NC Check-Ins, EVAAS, and BOG (3rd Grade): These standardized assessments provide valuable data on student performance at the state and local levels. Teachers must analyze this data to identify areas where gifted students are excelling and areas where they may need additional support or enrichment. This also informs program evaluation to address under-representation of student subgroups in advanced programs.

2. Formative Assessment (Daily Insights): Teachers must use ongoing formative assessments to gain a real-time understanding of student learning and adjust instruction accordingly. For gifted learners, formative assessments can reveal mastery of content, allowing teachers to compact the curriculum and accelerate their learning.

• Examples:

- Exit Tickets (Differentiated): Ask different questions based on student readiness levels. Gifted students might analyze a concept or apply it to a novel situation.
- Think-Pair-Share (Depth Prompts): Provide gifted students with prompts that require deeper analysis, evaluation, or synthesis of information.
- Kahoot/Quizizz (Advanced Questions): Include questions that challenge gifted learners to think critically and creatively.

3. Interim Assessment (Progress Benchmarks): Teachers should use interim assessments to monitor student progress and identify areas where students may need additional support or enrichment.

- Examples:

- NC Check-Ins 2.0 (Analysis of Results): Analyze the results of NC Check-Ins to identify specific areas where gifted students have mastered the content and are ready for more advanced work.
- Renaissance Star 360 (Targeted Growth): Leverage the detailed skill reports to pinpoint precise areas where gifted learners can be pushed further. These also help in identifying potential underachievement in gifted students.

3. The Eureka Math Pre-Assessment Advantage:

1. Targeted Instruction: Utilize Eureka Math's pre-module assessments to identify students who have already mastered the upcoming content. This data enables you to design lessons that meet students' individual needs.

- Example: If a student shows mastery of all pre-assessment questions, a teacher can offer extensions of the content for this student while still offering grade level instruction to the remainder of the class.

2. Curriculum Compacting: For students who demonstrate mastery on pre-assessments, compact the curriculum to eliminate redundant instruction and allow them to move on to more challenging material.

4. Data Analysis and Interpretation: Teachers need to develop strong data analysis skills to interpret assessment results and make informed instructional decisions. This includes:

1. Analyzing assessment data to identify patterns and trends in student learning.
2. Using data to identify students who are struggling or excelling.
3. Using data to inform instructional planning and differentiation.

5. Differentiation for Gifted and Advanced Learners:

1. Curriculum Compacting: Assess what students already know and allow them to skip content they have mastered, using tools like Eureka Math pre-assessments.

2. Acceleration: Provide opportunities for students to move ahead in the curriculum or to take advanced courses.

3. Enrichment: Offer students opportunities to explore topics of interest in greater depth or to engage in independent study projects.

4. Extension Activities: Provide challenging extension activities that require students to apply their knowledge and skills in new and creative ways.

5. Tiered Assignments: Develop assignments at various levels of complexity to meet the needs of all learners.

*LLCA teachers have access to a scope of challenging activities and programs to differentiate instruction through resources such as Moby Max, BrainPop, IXL and Accelerated Reader.

6. Commitment to Professional Development: Teachers must actively participate in professional development opportunities to enhance their understanding of assessment, data analysis, and differentiation strategies for gifted learners. This is supported in various ways with programming and professional

development organized by Administration, AIG Coordinator, WRESA, and NCCAT on identifying areas of strength and improvement in the schools' learning efforts. 1. Example: Attend workshops on using data to differentiate instruction, participate in book studies on gifted education, or collaborate with other teachers to develop differentiated lesson plans. By mastering these strategies and committing to ongoing professional development, teachers at LLCA can effectively use assessment to differentiate curriculum and instruction and help all students, including gifted learners, reach their full potential.	* Practice F Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction. Successful implementation of a differentiated curriculum to meet the diverse needs of gifted and advanced learners, including those who are twice-exceptional (2e), hinges on effective collaboration among AIG personnel, classroom teachers, counselors, administrators, and other relevant staff. LLCA (hypothetical school) incorporates the regular use of on-going assessments to plan and differentiate curriculum and instruction for the AIG learners as well as all learners, and the collaboration structure supports this. Roles and Responsibilities in Collaborative Differentiation: 1. AIG Coordinator/Teachers: Possess specialized knowledge of instructional strategies, curriculum modifications, and social-emotional support appropriate for gifted learners. Their core responsibilities include: 1. Facilitating Collaboration: Leading collaborative planning sessions with regular education teachers, parents/guardians, counselors, and other instructional personnel to develop and implement differentiated education plans (DEPs) aligned with the NCSCOS and the student's unique needs. 2. Resource Provision: Providing resources, materials, and strategies to support differentiated instruction in the regular classroom. This includes curating and sharing resources from Core Knowledge, Renaissance Learning, Eureka Math, UFLI (University of Florida Literacy Institute), and SPIRE (Specialized Program Individualizing Reading Excellence), tailoring their use for AIG students. 3. Professional Development: Offering professional development to all school personnel on best practices in gifted education, including identification, differentiation, social-emotional support, and strategies for working with 2e students. 4. Advocacy: Serving as advocates for gifted learners, ensuring their needs are met and they have access to challenging and enriching learning experiences. 5. Assessment Guidance: Leading and interpreting assessment data to inform instructional decisions. This includes data from Star 360 Reading and Math, NC EOG and EOC Tests, NC Check-Ins, EVAAS, BOG (3rd Grade) assessments, and cognitive assessments like the CogAT (Cognitive Abilities Test). 2. Classroom Teachers: Hold primary responsibility for implementing differentiated instruction in their classrooms. Their key roles include: 1. Collaboration: Actively participating in collaborative planning sessions with AIG personnel, sharing insights about student strengths, weaknesses, and learning styles. 2. Implementation: Implementing differentiated strategies and curriculum modifications recommended by AIG personnel, utilizing available resources to create engaging and challenging learning experiences for gifted students.
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3. Assessment: Using ongoing formative and summative assessments to monitor student progress and adjust instruction as needed. 4. Communication: Maintaining open communication with AIG personnel, parents/guardians, and other relevant staff about student progress and needs. 5. Implementation Support: Teachers in grades K-8 use the Renaissance suite which includes Star Reading and Star Math to progress monitor students. The data analyzed from this platform provides immediate and in depth information for improving instruction and informing the movement of student groups. 3. Counselors: Provide support for the social-emotional needs of gifted learners, particularly those who are 2e. Their responsibilities include: 1. Counseling: Providing individual and group counseling to address issues such as perfectionism, anxiety, underachievement, and social isolation. 2. Advocacy: Advocating for the social-emotional needs of gifted learners with school personnel and parents/guardians. 3. Collaboration: Collaborating with AIG personnel and classroom teachers to develop strategies for supporting the social-emotional well-being of gifted learners in the classroom. 4. Administrators: Provide leadership and support for the implementation of differentiated curriculum and instruction for gifted learners. Their responsibilities include: 1. Resource Allocation: Allocating resources to support AIG programs and services, including professional development, materials, and technology. 2. Policy Support: Implementing policies and procedures that support the identification, placement, and instruction of gifted learners. 3. Evaluation: Monitoring the effectiveness of AIG programs and services and making adjustments as needed. 4. Collaborative Culture: Administrators and/or AIG coordinators/teachers make a concerted effort to look for, evaluate, and offer suggestions to improve instruction. 5. Transition Support: AIG coordinator / teachers ensure smooth transitions from grade to grade. Strategies for Collaboration and Differentiation: ▪ Collaborative Planning Meetings: Schedule regular meetings between AIG personnel, classroom teachers, counselors, and other relevant staff to discuss individual student needs, plan differentiated instruction, and monitor progress. ▪ Co-Teaching: Implement co-teaching models where AIG personnel and classroom teachers work together to provide differentiated instruction in the regular classroom. ▪ Professional Development: Provide ongoing professional development for all school personnel on best practices in gifted education and differentiation. ▪ Data-Driven Decision Making: Use data from multiple sources, including standardized tests, classroom assessments, and student work samples, to inform instructional decisions and track student progress. ▪ Parent/Guardian Involvement: Involve parents/guardians in the planning and implementation of differentiated curriculum and instruction for their children. Resources for Differentiation and Rigor: ▪ NAGC (National Association for Gifted Children): Provides resources, training, and advocacy for gifted education.	
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▪ Supporting Emotional Needs of the Gifted (SENG): Offers resources and support for the social-emotional needs of gifted learners. ▪ 2e Newsletter: Provides information and resources for educators working with twice-exceptional students. ▪ Differentiation Central: Offers practical strategies and resources for differentiating instruction in the classroom. ▪ NCSCOS Unpacking Documents: These documents provide detailed information about the NCSCOS standards and offer suggestions for differentiation. ▪ Core Knowledge Curriculum: Provides a sequenced and coherent curriculum that can be adapted to meet the needs of gifted learners. ▪ Renaissance Learning Resources: Offers a variety of resources to support differentiated instruction, including Star 360 and Accelerated Reader. ▪ Eureka Math Resources: Provides resources to support differentiation, including challenge problems and extension activities. Eureka Math's pre-assessments provide data to inform curriculum compacting and acceleration. ▪ UFLI and SPIRE Programs: Can be adapted for gifted students with specific literacy needs. ▪ CogAT (Cognitive Abilities Test): Provides information about a student's cognitive strengths and weaknesses, which can be used to inform instructional decisions. ▪ Promising Practices Dashboard (from Operation Polaris 2.0, if available): This dashboard (if available) can showcase successful differentiation strategies implemented in other North Carolina schools. By fostering a collaborative culture, utilizing available resources, and implementing effective differentiation strategies, schools can create learning environments that meet the unique needs of all students, including advanced and twice-exceptional learners, helping them to reach their full potential. As AIG coordinator / teachers, and classroom teachers, continue to align curriculum and materials with the NCSCOS, continued communication will be essential to facilitating student success. Administrators and/or AIG coordinators/teachers make a concerted effort to look for, evaluate, and offer suggestions to improve instruction. AIG coordinator/teachers establish relationships with teachers to plan, to troubleshoot and support instruction for gifted learners.	* Ideas for Strengthening the Standard To actively integrates frameworks like Depth and Complexity icons into its curriculum, encouraging students to explore intricate concepts and develop advanced analytical skills. Provides students with opportunities to pursue self-directed research projects, fostering autonomy and a passion for lifelong learning. This includes mentorship programs to guide students in conducting effective research. Authentic assessments, such as portfolio exhibitions and real-world simulations, are used to demonstrate student mastery of concepts in meaningful and applicable ways
Planned Sources of Evidence * Student Learner Profiles ~ to include SMART goals/portfolios	

* PLC agendas/attendance, MTSS attendance,		
* Letters for inquiry/recommendation among school faculty/personnel		
* Vertical/Horizontal shared documents including collaborative differentiation		
* PD agendas/attendance		
Documents		
Type	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A	

Standard 4: Personnel and Professional Development	
Lake Lure Classical Academy (81B) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 4: Personnel and Professional Development	
<i>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.</i>	
* Practice A Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan. This is not a state requirement for Charter Schools; however, LLCA will continue to seek and employ highly qualified educators to meet the requirements of the AIG plan. The AIG Coordinator, the AIG Advisory Committee, and the school administrators will collaborate on guiding, planning, developing, implementing, revising, and monitoring the school's AIG program and plan. In addition, the AIG Coordinator and other teachers as needed will attend the regional AIG group meetings, as well as the North Carolina Association for Gifted and Talented annual conference, in order to collaborate with other AIG leaders and instructional specialists on a consistent basis. The Director also ensures that the AIG plan is made available to all stakeholders and reviewed regularly. Teachers are encouraged to take the PRAXIS for Gifted. AIG coordinator acts as the vocal advocate for AIG students and programming to the board of directors, administration, and community. An AIG specialist is on the School Improvement Team and the Parent and Community Advisory Committee. AIG coordinator handles/monitors folders for elementary students, oversees the updates and transition of folders from middle school to high school. AIG coordinator recruits and encourages parents to advocate for their students.	
* Practice B Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, and social and emotional needs of K-12 AIG students and supports the implementation of the local AIG program and plan. LLCA's current AIG coordinator / teachers promotes gifted education at each grade level and engages interested teachers and counselors in supporting the needs of the gifted. Highly qualified teachers work with the gifted in each school. AIG teachers recognize and nurture the unique needs of gifted learners in collaboration with counselors, social workers, parents and other teachers to ensure the integration of social and emotional factors necessary for high performance in gifted students. AIG teachers consult with counselors related to course selection for the AIG students, personal and social issues, help in college/career selection and programming to develop life planning skills that are consistent with students needs and interests. AIG services are essential to the total instructional program of the school. AIG teachers are engaged in work that supports the MTSS philosophy of a strongly differentiated core service for all students. Collaborations with classroom teachers and staff development opportunities at individual school levels provide teachers with necessary support to bring rigor and high task engagement to all classrooms. Professional development is encouraged. AIG Plan made available for review.	
* 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. Professional development in identifying gifted students, instructional strategies, curriculum development, differentiation and social/emotional needs is promoted and offered annually. Gifted learners necessitate teachers and other personnel involved in their education to have necessary knowledge, skills, and	

understandings to provide an appropriate and challenging instructional program. Administrators expect and require that every teacher be aware and plan for the individual needs of their students. Teachers are allotted time for planning and team meetings. LLCA maintains specific professional development requirements for classroom teachers, school counselors, special education teachers, ML teachers, administration, speech/language therapists and other specialists, with training modules adapted to the specific role of the stakeholder. A central repository of free, high quality resources for all teachers. LLCA continues to recruit teachers with AIG licensure and encourage taking the PRAXIS for AIG. All LLCA staff will continue system wide professional development based on data (EVAAS, local benchmark, NC Check-In results, EOG/EOC tests, school designed assessment results, AP, ACT, PSAT, etc.). The county will also continue to train new teachers and refresh other teachers on our Core Knowledge instructional framework, which focuses attention on lesson planning with rigorous assignments and differentiation. With the implementation of MTSS in K-8, professional development has focused on core instruction with differentiation for all levels of students, which has helped to prompt classroom teachers of the advanced learning needs of students in their regular classrooms.

*** 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.

LLCA employs highly qualified teachers, and will require that any AIG specialist is also highly qualified based on the guidelines established by LLCA. LLCA believes that it is the responsibility of all educators to serve every child at their level of need, regardless of identification. Administrators place AIG students with general education teachers who have obtained licensure, pursue licensure, demonstrate high growth, maintain distinguished performance ratings, express interest and curiosity about meeting the needs of gifted students. In all elementary schools every day, AIG and high achieving students are placed in small groups with their gifted peers for focused instruction using above grade level material with highly qualified instructors. In middle and high school, AIG students are homogeneously grouped for core instruction with highly qualified teachers.

*** Practice E**

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

LLCA is committed to hiring and retaining the most qualified professionals in all areas of our schools. Our AIG department also seeks to fill positions with qualified candidates who are experienced teachers with a clear and deep understanding of the needs of gifted and advanced learners. Monthly AIG communication to all teachers is to contain information helpful in taking the Praxis exam for gifted add-on licensure. Strategies for recruitment include providing information on local colleges that have AIG licensure opportunities that are manageable for current classroom teachers to pursue (WCU, Mars Hill, Online options). Develop an interest in gifted services and AIG through presentation to staff to the process for obtaining AIG Licensure. Strategies for Retention at LLCA include providing veteran mentors for 1-2 years for new AIG Specialists. Provide consistent and relevant Professional Development within the AIG department that centers on current trends in gifted education as well as current needs of students and staff in our district. Build and maintain a culture of lifelong adult learners in our AIG department where we regularly share and learn from each other to create and maintain a culture of support, teamwork, and purpose.

*** Practice F**

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

AIG Specialists are in our school working in collaboration with teachers and administrators. The professional development that LLCA participates in contributes to changing mindsets and practices in classrooms across our school. LLCA has established the Train the Trainer model for teachers and specialists to learn from experts. Teachers who attend professional development outside of school are required to teach other teachers to implement professional learning. In addition, LLCA facilitates regularly scheduled school-wide and grade-level meetings for planning and instruction. Teachers are provided opportunities to plan and develop their professional learning with their colleagues and administrators to refine their learning. Differentiated Core instruction through MTSS requires that we meet the needs of all our students through the use of differentiation strategies, targeted personalized learning, and analyzing data for these purposes.

The AIG coordinator and selected teachers will be provided the opportunity to attend AIG workshops/conferences on both county and state levels, and will be required to present their learning to staff and teachers.

* Practice G

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

LLCA administrators support facilitation of collaborative opportunities for AIG personnel and other teachers to build capacity for AIG. Administrators provide sessions, time and opportunities for sharing information from professional development, related professional articles, links, books and research-based sources during early release days, optional and required workdays or team meetings. Administration allows time at the beginning and end of the school year for vertical planning and uses google docs/slides to share AIG information and updates. Monthly newsletter from the AIG Coordinator will contain articles, links, and professional development opportunities for teachers. The AIG teacher collaborates with the MTSS team, ML teachers, and EC teachers for differentiation opportunities and resources for 2e (twice exceptional) and ML (multi-language learner) students. Resources are shared with Elementary Art and Music teachers for cross-curricular differentiation and extensions as part of the talent pool development group and creating data for the identification process. LLCA recognizes the fundamental need for high-quality differentiated instruction for an effective MTSS model to work towards student success.

* Ideas for Strengthening the Standard

Recruit and retain a highly qualified AIG Specialist. Collaborate with other area Charter Schools that have an effective AIG program. Provide time for team planning between grade level teachers and AIG specialists.

Planned Sources of Evidence

*	Professional Development Map/PDP
*	LLCA Website containing list of certified teachers and licensure
*	Faculty newsletters and meeting agendas

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

Standard 5: Partnerships	Lake Lure Classical Academy (81B) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0
Standard 5: Partnerships <i>The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.</i>	* Practice A Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students: - academic and intellectual - social and emotional. LLCA's AIG coordinator, teachers and administration are open to meeting with parents and other stakeholders for conferences and/or presentations to share information regarding AIG programs and how the academic, intellectual, social and emotional needs are met for all AIG and talent pool students. Annual contacts are made with parents and guardians, lines of communication are intentionally made clear; feedback from surveys is used to fill gaps in communication; teachers and AIG coordinator are available for conferences. The AIG Specialist for each school may be available to attend IEP/Intervention meetings based on student data, behavioral considerations, and potential needs for nurturing or identifying students for the gifted program. Guidance counselors have "Coffee with the Counselors" for all parents twice a year to be available for communication/needs of students. AIG coordinator speaks to faculties and support personnel to share information about programs and services, focusing on the social/emotional and academic/intellectual needs of all AIG students, specifically the needs of twice-exceptional, highly gifted, economically disadvantaged and those affected by issues related to race/gender/ethnicity. The AIG coordinator will maintain information on LLCA school website to help inform stakeholders of AIG activities and classroom news so that people can be kept up to date with student services. LLCA partners with Blue Ridge Health to deliver onsite counseling and health treatment with licensed professionals (clinical social workers, nurses, doctors, counselors). LLCA has developed lasting partnerships with Chimney Rock State Park, the Town of Lake Lure, Isothermal Community College, and area businesses to support the needs of all students regardless of identification. LLCA utilizes community partners as guest speakers to address current issues/concerns regarding gifted learners, or speak to an interest.
* 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. LLCA shares information with everyone involved about the goals and policies of the AIG plan and program. This is done through meetings for parents, community events, PTO meetings, the school district's websites, Facebook, email updates, Class Dojo, and Bright Arrow messages. The AIG Specialist or their representative is part of the School Improvement Team and the Parent and Community Advisory Committee (PCAC). At the monthly PCAC meetings, parents and local experts are invited to help with student learning by sharing their knowledge. The AIG Specialist/Designee provides more information through the school website, a weekly family newsletter, ongoing communication from PCAC meetings, and Dojo. There's also an ongoing way for stakeholders to communicate their thoughts and suggestions about the AIG program. Additional meetings are held as needed if teachers or parents ask for them. LLCA works to build and maintain partnerships with parents, local businesses, community organizations, colleges, and universities to secure the support and resources needed for an effective AIG program. LLCA collaborates with Isothermal Community College (ICC), the North Carolina Virtual School (NCVS), and local subject matter experts, particularly in the fields of STEM, engineering, and outdoor education, to provide enhanced learning opportunities for students in grades K-12 that align with their individual interests.	

Furthermore, we leverage resources from several esteemed organizations, including the North Carolina Association of Gifted and Talented (NCAGT), the National Association for Gifted Children (NAGC), the National Center for Research on Gifted Education, the Renzulli Center for Creativity, Gifted Education, and Talent Development, the Rutherford Outdoor Coalition, Hickory Nut Gorge, and Teachers Leading the Frontlines (Tealeaf) at UNC Chapel Hill, to support and enrich the educational experiences of all students at LLCA, tailored to their AIG identification, interests and needs.	
* 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.	Under the guidance of the Academic Excellence Committee, the school's AIG Advisory committee will work to develop, implement and monitor the AIG program and plan. The Advisory committee will be composed of teachers, parents, community members and administrators. The Advisory committee will be responsible for sharing information regarding the AIG Program to the Board of Directors as well as other stakeholders. This committee meets at least twice during the year.
* Practice D Informs all students, parents/guardians, and the community of the following: ▪ Local AIG Plan ▪ Local AIG program services ▪ Policies and procedures relating to advanced learning and gifted education ▪ Ways to access advanced learning opportunities Communication is ongoing and responds to the diverse language and other needs of the community.	Communication to inform parents, families, and the community of available opportunities will be in the form of social media, letters to parents, the school website, and through the local news outlets. LLCA will make every effort to ensure that all native languages represented at LLCA will have the opportunity to receive translated copies of written documents. The Communications Director will work directly with the AIG Coordinator to ensure that stakeholders are informed of the opportunities available to AIG students and their families.
* Ideas for Strengthening the Standard Utilize the community resources from surrounding counties to strengthen the AIG Program. Maintain the AIG Advisory Committee and provide checks and balances for the committee.	
Planned Sources of Evidence	
* Community partnerships Surveys from stakeholders	
* Newsletters and media reports	

Standard 6: Program Accountability	
Lake Lure Classical Academy (81B) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 6: Program Accountability	
<i>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.</i>	
* 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}), based on a comprehensive program evaluation. This Local AIG Plan has been approved by the local board of education and sent to SBE/DPI for review and comment.
	LLCA has a written local AIG Plan that was developed in collaboration with members of the AIG Advisory Team, and the Academic Excellence Committee, and the administrators. LLCA will maintain the local AIG plan that has been approved by the Board of Directors and sent to the NCDPI and the SBE. This local AIG Plan is in accordance with state legislation and SBE policy.
	A successful AIG Program requires communication and collaboration among educators, administrators, parents/families and community members to establish a positive vision for the AIG program through continuous review and revisions from all stakeholders. This will ensure the quality and effectiveness in meeting the academic, intellectual, social, and emotional needs of gifted learners. LLCA will use multiple sources of data to review and revise the AIG program which will include: Surveys of administrators, parents, teachers, and students, formative assessments of student understandings, student performance tasks, rubrics, and exit tickets, summative assessment data (EOGs, EOCs, etc.) reviews, and student performance on AIG-selected placement tests. The School Director, AIG coordinator and AIG teachers meet at the end of each school year to document accomplishments and set goals for the coming year. Surveys of stakeholders are used to evaluate the program. Goals and targets for district AIG initiatives are set for the following year based on feedback received from the various stakeholders. These goals and targets are documented for future reference.
* 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.
	The AIG program coordinator and administrators will stay current on state legislation and policies regarding AIG programs. This is accomplished by reading communications from the SBE and DPI as well as attendance at state level meetings and webinars. The information obtained from state-level meetings and webinars will be shared with the AIG advisory committee. The AIG coordinator and the AIG teachers monitor the implementation of the local plan through various means, which include: monthly AIG meetings, continued discussion and meetings with school personnel, committee meetings and regular curriculum and instruction meetings. The AIG coordinator also regularly visits AIG classes during the year and meets with principals and AIG teachers on a regular basis to review AIG matters. The six standards and their practices are looked at throughout the school year to ensure proper implementation.
* Practice C	Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the Local AIG Plan in accordance with state policy.

The School Director oversees the expenditures of the state funds and works collaboratively with the Finance Committee to ensure that all allocated funds are appropriately dispersed. All charter schools statewide receive AIG funding through a general school allotment, based on 4% of the charter school's current enrollment. The annual budget does include allocations for professional development and curriculum materials. AIG funds continue to be used to purchase STEM materials, instructional materials, technology, professional development and other items that directly benefit AIG students both identified and nurtured. All purchases used with AIG funds are documented and kept by the AIG coordinator. All AIG teachers submit yearly inventories that record all materials purchased with AIG funds. The AIG coordinator meets with teachers and administrators on an annual basis to discuss AIG needs.

*** 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.

AIG performance data is maintained, analyzed and shared with teachers and administrators at the schools. Drop-out data is also kept at the school level and analyzed frequently. With the importance of student growth in accountability, focus on student growth and working with teachers on instructional strategies that promote academic growth are a priority of the county and the AIG department. Performance and growth data is shared with teachers and principals, and all teachers, including AIG teachers, have had training in EVAAS, which allows teachers to see the progress of their students across the years. It also lets schools see patterns of growth and areas where more growth is needed. The data LLCA analyzes and shares includes: End of Grade tests (Reading, Math, and Science) End-of-Course tests (English 11, Math I and Math III, Biology) NC Check-Ins Benchmark data for reading, math, and science; Classroom performance data (report cards); Star 360 Reading and Math; NC Final Exams informal/formal assessments; Graduation Cohort data; And teacher-led conferences with students, identifying areas of strength and weakness. The School Improvement Team and school leaders collaborate to identify trends in summative data points (EOGs, EOCs and NC final exams). This allows the school to develop school improvement goals around improving academic growth and achievement for all students regardless of identification.

*** 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 AIG program coordinator, administrators, and advisory group will monitor student demographic data to ensure that all students are represented and served fairly. The pattern of the referral source (teacher, parent, self, universal screening) by language, race/ethnicity, economic status will be audited for implicit bias correlating with the universal screening results. The population of AIG students will be compared to the overall composition of the student body in terms of ethnic, economic, and cultural diversity. Constant review of both the identification and nurturing services is done to look at who is being served and audited for threshold bias (e.g., requiring identical cutoffs for all groups vs. local norms for ML/low-income students) The results of parent surveys will be analyzed to ensure that all parents are satisfied with the program and feel comfortable participating. Efforts are made to ensure that the AIG program reflects the broader demographic composition of LLCA. Standardized test outcomes (EOG/EOC Level 5) and CogAT scores are monitored and analyzed for all student groups. Data on both identified and nurtured students is reviewed and shared with AIG teachers to support program development. Particular focus is placed on students participating in the elementary nurturing program to ensure equitable access to opportunities.

*** 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.

Accurate records are kept to ensure that licensed teachers are on staff and licenses are renewed on time. In order to provide quality AIG programming to schools and students, AIG instructors ideally possess AIG licensure, PRAXIS or local endorsement. In lieu of these standards, professional development on meeting the needs of AIG students in the schools and classrooms are provided yearly. The professional development is meant to support and encourage

teachers towards earning AIG certification/licensure add on. During employment, if a teacher successfully completes the NC AIG Certification PRAXIS exam, LLCa will reimburse the teacher for the one-time cost of the exam.	* Practice G Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the ongoing implementation and effectiveness of the local AIG program to support continuous program improvement.	The AIG program advisory committee will be a function of the BOD Academic Excellence committee. The AIG advisory committee will work with school administrators and appointed Board of Directors members to make improvements to the program. Survey data from classroom instructors, students, parents, and administrators provides the AIG Department with timely feedback that is used for constant improvement. Survey questions are aligned with state standards and provide specific information for monitoring and growth. The AIG Coordinator / teachers maintain an updated and accurate list of parent email addresses and physical addresses in order to assist with communication and surveys. Survey reminders are sent in multiple formats including DOJ, Bright Arrow messages, classroom newsletters, and AIG emails. All communication and surveys are available in multiple languages. Students are given opportunities for feedback throughout the year through the use of exit tickets, surveys, and digital platforms. Conversations are encouraged where students are able to provide feedback on instruction, units of study, and student needs. When the local AIG plan is up for the three-year review, the group will help create the new plan with the feedback gathered from stakeholders. The group may choose to consult outside experts at that time as well.	* Practice H Shares local AIG program evaluation data with school and district personnel, students, parents/guardians, families, and other community stakeholders.	LLCA has committed to sharing results of school data with its stakeholders, such as the Teacher Working Conditions Survey results, Parent Satisfaction survey results, test scores, school report card and so on. Our AIG Coordinator collects and shares a variety of data about student growth and achievement with school personnel to continually monitor and improve the AIG Plan and services. While no individual student data may be shared with general stakeholders, sharing trends and common patterns in AIG data is essential to transparency and assessment of efficacy of AIG programming. Data from the evaluation of the local AIG plan will be shared publicly as well. Executive Director reports at the Board of Directors meetings will also include this information. The results will be shared with teachers and staff members through the School Leadership Team and staff meetings.	* Practice I 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. Through board-approved policies, procedures, and practices regarding the AIG program and sharing that information with all stakeholders, LLCa will ensure that the rights of AIG students are protected. Parents and families will know to contact the program coordinator with questions or concerns about the program and they will be an active part of the program's implementation and ongoing development. The program also encourages parent feedback through various avenues including face to face meetings, email and phone contact. LLCA is dedicated to providing fair and impartial treatment to all of our students. As a part of our commitment, AIG students are provided a challenging curriculum and support needed for their academic and social/emotional growth. The rights of all AIG students are protected through the established policies and practices in the AIG plan. The School Director and the AIG Coordinator, in agreement with school administrators, will monitor for compliance and resolve complaints and concerns. Complaints and concerns will be addressed by following LLCa's Student and Parent Grievance Procedure. Resolution of concerns and complaints of students and parents will be met whenever possible. To this end, LLCa has provided opportunities for students and parents to express their concerns through processes established in Board policies. While the Board encourages resolutions of complaints through informal means, it recognizes that,
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at times, a formal process may be necessary for certain types of complaints or if the informal process did not produce satisfactory results. This policy provides a complaint procedure that may be used. Any parent or student who has questions about the options for proceeding with a complaint or concern may contact the principal or School Director for further information and copies of all applicable Board policies.

Process for Grievance:

1. Filing a Grievance

- a.) Whenever a student or parent or guardian believes that he or she has been adversely affected by a decision of a school employee, the student or parent or guardian may file a grievance as provided in this policy.
- b.) A grievance must be filed as soon as possible but no later than 30 days after disclosure or discovery of the facts giving rise to the grievance. For a grievance submitted after the 30 day period that claims a violation, misapplication or Local AIG Plan misinterpretation of state or federal law, the School Director or designee shall determine whether the grievance will be investigated after considering factors such as the reason for the delay; the extent of the delay; the effect of the delay on the ability of the school district to investigate and respond to the complaint; and whether the investigation of the complaint is necessary to meet any legal obligations. However, students, parents and guardians should recognize that delays in filing a grievance may significantly impair the ability of the school district to investigate and respond effectively to such complaints.
- c.) A student or parent or guardian who has a grievance must provide the following information in writing to the principal:
 - (1) the name of the school district employee or other individual whose decision or action is at issue;
 - (2) the specific decision(s) or action(s) at issue;
 - (3) any Board policy, state or federal law, state or federal regulation, or State Board of Education policy or procedure that the parent or guardian or student believes has been misapplied, misinterpreted or violated;
 - (4) and the specific resolution desired.
- d.) Even if the principal is the employee whose decision or action is at issue, the student must submit the grievance first to the principal in order for the principal to address the issue within the formal process. If, however, the grievance claims that a state or federal law has been misapplied, misinterpreted or violated, the student may submit the grievance directly to the School Director or designee.
- e.) If a student wants to initiate a formal grievance regarding a decision by the School Director that directly and specifically affects the student, the general process described in this policy will be used, except that the grievance will be submitted to the School Director's designee, who shall forward the grievance to the Board Chairperson.

2. Investigation

- a.) The principal shall schedule and hold a meeting with the student and/or parent or guardian within five school days after the grievance has been filed with the principal. The student may be accompanied by a parent, legal guardian or other person who is in a position of loco parentis to the student.
- b.) The principal shall conduct any investigation of the facts necessary before rendering a decision.

3. Response by Principal

- a.) The principal shall provide a written response to the written grievance within 10 days of the meeting. The response will include the principal's decision regarding resolution of the grievance and the basis for the decision. In responding, the principal may not disclose information about other students or employees that is considered confidential by law.
- b.) A copy of the grievance and the principal's response will be filed with the School Director.

4. Response by School Director

- a.) If the grievant is dissatisfied with the principal's decision, the grievant may appeal the decision to the School Director. The appeal must be made in writing within five days of receiving the principal's decision.
- b.) The School Director may review the written documents and respond or the School Director may schedule and hold a conference with the grievant, principal and any other individuals the School Director determines to be appropriate within five school days after receiving the appeal. The student may be accompanied by a parent, legal guardian or other person who is in a position of loco parentis to the student.
- c.) The School Director shall provide a written response within 10 days after receiving the appeal. In responding, the School Director may not disclose information about other students or employees that is considered confidential by law.

5. Appeal to the Board

If the grievant has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local Board of Education policy or procedure, the grievant will have the right to appeal a final administrative decision to the Board of Directors within five (5) days of the School Director's response. If a grievant has not alleged such specific violations, he or she may request a Board hearing, which the Board may grant at its discretion.

- 1) If the grievant is dissatisfied with the Local AIG Plan, School Director's response to his or her grievance and has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local Board of Education policy or procedure, the grievant may appeal the decision to the Board within five days of receiving the School Director's response.
- 2) A hearing will be conducted
- 3) The Board will provide a final written decision within 30 days of receiving the appeal unless further investigation is necessary or the hearing necessitates that more time be taken to respond.
 - b. Discretionary Appeals
 - 1) If the grievant is dissatisfied with the School Director's response to his or her grievance but has not alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local Board of Education policy or procedure, then within five days of receiving the School Director's response, the grievant may submit to the School Director a written request for a hearing before the Board of Directors.
 - 2) If the full Board will be meeting within two weeks of the request for a hearing, the Board will decide at that time whether to grant a hearing. Otherwise, the Board chairperson will appoint a three-person panel to review the request and determine if a hearing should be granted. The panel will report the decision to the Board. The Board may modify the decision of the panel upon majority vote at a Board meeting.
 - 4) The Board will provide a final written decision within 30 days of the decision to grant a hearing, unless further investigation is necessary or the hearing necessitates that more time be taken to respond. Click here to remove the table and use only the narrative field.



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* Ideas for Strengthening the Standard

LLCA will continue to solicit input from various stakeholders regarding the AIG Program and all school-wide efforts for improvement. This will be through surveys and open communication. School Improvement meetings will follow the guidelines of NCStar to assist in aligning school goals with the AIG plan.

Planned Sources of Evidence

* Grade Level agendas or meeting notes where student data is analyzed consistently throughout the year.

* Leadership Team agendas or meeting notes where data is analyzed and reviewed. Survey data collected.

* Surveys ~parent, student, teacher/faculty/personnel, community/stake holders

* Parent meeting attendance/agendas

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

Lake Lure Classical Academy (81B) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:

05/15/2025 

AIG Related Documents

Lake Lure Classical Academy (81B) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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	 Lake Lure Classical Academy Board Approval off AIG Plan, 2025-2028

Optional Documents		
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Glossary

Lake Lure Classical Academy (81B) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Phrase	Definition
LLCA	Lake Lure Classical Academy Charter School
AIG	Academically or Intellectually Gifted
AR	Academically Gifted in Reading
AM	Academically Gifted in Math
AG	Academically Gifted in Reading and Math
IG	Intellectually Gifted
AI	Academically and Intellectually Gifted
ACES	Adverse Childhood Experiences ~ Childhood Trauma " disruptions to the promotion of safe, stable, and nurturing family relationships and are characterized by stressful or traumatic events." (APA Foundation/apaf.org)
Anecdotal Data	Written evidence in short story form
Asynchronous Development	Abilities develop an uneven rates outside the norm of peers. For example, math ability may progress at a faster rate than peers, but emotional development may be younger than peers.
BOY/BOG	Beginning of Year/Beginning of Grade Testing~ Third grade starts high stakes testing. This is the only grade level to administer a beginning assessment. Data is used for differentiation and to show growth in the third grade. Often the first or second data point used in creating a talent development group for possible identification in program.
Balanced Literacy Framework	The framework for teaching literacy using read aloud, guided reading, shared reading, independent reading, and word study.
Best Practices	A widely accepted, proven method and resources ensuring successful, excellent learning outcomes.
Characteristics of Gifted	Gifted learners have advanced cognitive abilities, quickly processing and retaining information, understanding complex material, and generating original solutions. They show intense curiosity, rapid, flexible thinking, and prefer challenging work, often demonstrating persistence and focus. Emotionally, they are sensitive, emotionally deep, idealistic, and justice-oriented, with high self and external expectations, leading to intensity in academics and emotions.
Classical Rhetoric Exercises	Classical rhetoric, part of the Core Knowledge and gifted education, follows the trivium-grammar, logic, rhetoric. In the rhetoric stage, students enhance their expression and persuasion through debates, essays, speeches, and presentations.

Classical Trivium	Grammar, Logic, Rhetoric (Rhetoric is the art and study of effective and persuasive communication, encompassing written, spoken, and visual language. Rooted in ancient Greece, rhetoric traditionally focuses on understanding how language can be used to inform, persuade, and motivate audiences, and is considered one of the three foundational arts of discourse alongside grammar and logic. Classical rhetoric identifies three primary appeals-ethos (credibility), pathos (emotion), and logos (logic).
Compacted Curriculum	Curriculum compacting is an instructional strategy designed to modify the standard curriculum for students- especially those who are gifted or high-achieving- by eliminating material they have already mastered and replacing it with more challenging, enriching, or accelerated learning opportunities. The process typically involves three main steps: identifying learning objectives, pre-assessing students to determine mastery of content, and providing alternative activities or advanced content.
EC	Exceptional Children ~The term "Exceptional Children" (EC) refers to students who have educational needs that differ from the average child, including those with physical, mental, or social disabilities as well as academically gifted children.
Frontloading	A teaching strategy that equips students with context and tools, reduces cognitive load, bridges knowledge gaps, and boosts understanding and engagement.
Formative Assessment	Low-stakes tools used to identify students' strengths, misconceptions, and gaps, enabling real-time instructional adjustments.
Giftedness	Exceptional ability or high achievement in areas like intellect, creativity, arts, or leadership, relative to peers of the same age or experience.
Gifted Pedagogy	Using special ways of teaching that are designed to help students who are really talented or gifted-those who excel in thinking, creativity, art, or leadership. It is good teaching for gifted students involves team effort among teachers, students, and families, and requires regularly checking in, adjusting methods, and communicating to make sure these students grow academically and personally.
GRS	Gifted Rating Scale ~ A scale completed by teachers about students rating ability to learn, application of knowledge, creative/productive thinking, and motivation to succeed.
IDEP	Individualized Differentiation Education Plan ~ for students struggling in an area of identified strength
LEA	Local Education Agency (LLCA)
Learner Profile	A digital learner profile is a dynamic, student-owned digital document or portfolio that captures a comprehensive, evolving picture of a learner's academic strengths, interests, skills, learning preferences, personal characteristics, and social-emotional needs.
NC Student Connects	Resources and technology for students and teachers
NCVPS	North Carolina Virtual Public School
Operation Polaris 2.0	In collaboration with NC Department of Public Instruction to work at providing students what they need to succeed and progress with post-secondary plans.
PEP	Personalized Education Plan ~ all students have one and is shared with each teacher as students progress vertically

Problem-Based Learning	Problem-based learning (PBL) is a teaching method where students learn by working in groups to solve complex, open-ended real-world problems, focusing on inquiry, research, and critical thinking rather than memorizing facts
Project-Based Learning	Usually longer than Problem Based Learning, multidisciplinary, and requires students to create a tangible product or presentation as a solution, often involving collaboration with external audiences or communities
Quantitative Data	Quantitative data refers to information that can be counted, measured, and expressed numerically, (EOG)
Qualitative Data	Qualitative data is descriptive and relates to qualities or characteristics that cannot be measured numerically.
Scaffolding	"I do", "We do." "You do". way of teaching. Slowly supports are taken away.
Summative Assessment	Evaluation of learning after an amount of time against a benchmark.
21st Century Skills	Critical thinking, Creativity, Collaboration, Communication. Preparing students for effective participation in modern workplaces and civic life.
Julie Cook	Former teacher and professional school counselor who has become one of America's most recognized authors of children's books focused on social-emotional learning and life skills (Bubble Gum Brain)