Mission/Vision Statement and Funding

Langtree Charter Academy (49F) 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)

The Mission of Langtree Charter Academy is to build a rigorous and productive learning environment where students can reach their academic potential and where teachers set clear educational goals. We value the relationship between the teacher and student and the role the family plays in a child's academic and social development. At their foundation, teachers, parents and students at Langtree Charter Academy will have the shared academic philosophy that all children can learn, become self-motivated life-long learners, function as responsible citizens, and realize their potential as productive members of the local and global societies and the 21st century workforce. A focus on citizenship and experimental learning through community engagement will be present at every grade level. Building upon this foundation enables students from all socioeconomic levels to realize their academic and personal potential and to prepare to enter, compete, and succeed as students and, later, as professionals.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* $ 79,069.66	* $ 0.00	* $ 0.00	* $ 0.00

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Standard 1: Student Identification

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

* **Practice A**
Develops 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.

The school ensures consistency in implementation of screening, referral, and identification processes. The school's screening procedure will provide equal opportunity for all students using the following:

Multiple criteria for decision-making including informal assessment such as benchmark assessments, state assessments, end of course and end of grade assessments that go beyond a narrowed conception of giftedness. Reliable instruments/strategies for assessing giftedness, Appropriate instruments to be used with underserved populations, and Data which provides relevant information for instructional decision making rather than labeling.

All data obtained will become part of the student's AIG Differentiation Program folder and will be used throughout the process to determine appropriate services. Screening procedures and processes as well as a list of specific assessments used to determine aptitude and achievement.

Students in kindergarten, first and second grade who have scores at or above the 95th percentile in NWEA, third graders who have scored a 4 or a 5 on the BOG reading test, or fourth and fifth graders who have scored a 5 on the North Carolina EOG (math or reading) from the previous spring will be seen as good candidates to be tested using an achievement test. They will test in the fall. We will be using a NWEA for all K-second grade students in the winter. EOG/BOG data will be reviewed at the beginning of each year in grades 3-10 to look at students who could use enrichment services in reading and math.

* **Practice B**
Establishes a process and criteria for AIG student identification at all grade levels, 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.

Students identified as qualifying for AIG (Academically or Intellectually Gifted) receive a Differentiated Educational Plan (DEP), which is updated every four educational phases (K-2, 3-5, 6-8, 9-12). This plan includes various assessment methods such as tests, portfolio evaluations, expert reviews, performance assessments, attitudinal surveys, and real-world observations. It outlines the specific services provided to the student, along with objectives, criteria, and evaluation procedures to measure progress.

The school's Gifted Curriculum focuses on enhancing cognitive, learning, research, reference, and metacognitive skills at each grade level. It incorporates differentiation principles across subjects like mathematics, science, language arts, social studies, foreign languages, fine arts, and vocational/technical education, all aligned with the North Carolina AIG Program.

The DEP process fosters collaboration between parents and the school, creating a platform for discussing students' needs beyond the general curriculum. Throughout the year, student progress is tracked and shared with parents. If revisions to the DEP are necessary, parents are invited to a conference to review and update the plan accordingly.

Students will be given multiple opportunities in kindergarten through 10th grade for identification using qualitative and quantitative data. We will use qualitative data such as the AIG coordinator/specialist observations and teacher observations when determining if a child may need enrichment activities in and/or out of the classroom.

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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.

By using a universal screening in kindergarten through 10th grade we are hoping to catch some of the underrepresented population. We have already identified within our first-year students who were not identified by their teacher, showing that they have great potential. We will continue to have a universal screening process to make sure all students have a chance to show their potential. Students who score in the 85th-94th percentile range on the NWEA will be monitored.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	---	---	---	---	<5%
Male	---	---	---	---	---	---	<5%
Total	---	---	---	---	---	---	<5%

Percent of Total AIG Students Identified as Dual Exceptionality

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

All Kindergarten through second-grade students will be screened using a national achievement test like the NWEA in the winter. Students who are referred to or meet the criteria in grades 3-10 will be screened using a nationally normed achievement test in the fall. A flowchart is available for the staff, so they understand when the testing will be. A testing calendar will be created for each academic year. The administration team will meet with the AIG team to ensure students who are referred and meet the criteria are tested. AIG team will attend leadership meetings with the principal to share identification information. Professional development will be provided to all staff members during the screening process, referral identification procedures at the beginning of the school year. The plan for Langtree Charter Academy will be monitored by the principal and the AIG committee. The AIG team will put all testing materials, such as the nationally normed achievement test with the rubric for identification for Langtree Charter Academy in the student's cumulative folder. Students will also have their identification marked in Infinite Campus. Students who are referred and not identified will have any testing materials placed in their cumulative files.

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

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

* **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.

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

* **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.

Students at Langtree Charter Academy who qualify for AIG (Academically or Intellectually Gifted) identification will have an AIG Plan created and reviewed annually. The development, review, and revision of this plan will be conducted through a collaborative team meeting that includes the student, parent or guardian, AIG coordinator, classroom teacher(s), and other relevant support personnel familiar with the student.

During these meetings, the team will discuss and document the following elements in the student's AIG Plan:

· Area(s) of identification

· Summary of data used to develop or revise the plan

· Individual goals including using outstanding effort to showcase work, creating and working towards challenging and personal goals, seeking out opportunities to learn new things, persisting on tasks even when my initial efforts are not successful, participating and cooperating in group work and discussion, and responding to others in a way that respects their feelings and knowledge base. Finally, advocating for themselves as gifted learners.

· AIG services to be provided

Each year, the student's AIG Plan will be updated and maintained in their individual student file. Parents or guardians will receive copies of any updates for their records. Additionally, student progress reports will be sent home four times per academic year. Students will also have the opportunity to complete a self-assessment on how they believe their learning goals are being met.

Parents are welcome to request a meeting with the AIG collaborative team at any time to review their child's progress, ask questions, or address concerns before the annual plan review.

*** Ideas for Strengthening the Standard**

Creating on tools, behavior checklists and portfolios to build a body of evidence. Provide professional development to expand understanding of giftedness and address any misconceptions about various sub-groups. Incorporate an additional opportunity for students to show their strengths, demonstrating a need for service by performing above grade level peers within the context of the student's learning environment. Review available district and statewide assessment data to ensure equitable access to AIG identification and programming. Have a result meeting with all the third through eighth students once all testing is finished. The students in Kindergarten through second grade would have a meeting with AIG team and with parents when they take the NWEA to discuss the results. We will develop a process for internal auditing of AIG school records to ensure screening, auditing, referral, and identification processes are

implemented consistently. A brochure will be created to hand out to parents when they enroll in school as a quick reference guide in English and Spanish. Quotes from current AIG students about the impact of AIG services will be in the brochure. A brochure will be given to all stakeholders when they enroll at Langtree Charter Academy (LCA). The school will hold open interest meetings from school levels K-10 and will work with an interpreter during ELL Parent Meetings. Provide a letter explaining to families before testing to ensure they understand the process. Conduct ongoing parent and community training focused on providing training and development to understand the screening, referral, and identification process. Translate ALL written materials into the student's native language.

Planned Sources of Evidence

*	Documentation of nationally normed achievement tests in the student's cumulative folder with the rubric.
*	A student's AIG status in PowerSchool/Infinite Campus
*	The school's electronic newsletter tells the parents when testing will occur along with a letter that is sent home with the students that explain the test and dates the student will be testing.
*	The school's website has a rubric with how students are identified and measures that we currently use to identify students.

Documents

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

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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.

K-2 students will receive enrichment opportunities. The AIG team will determine eligibility for pull-out services using a combination of teacher recommendations, observations, NC DPI assessments, and NWEA results. For students in grades 3-5, pull-out services will be based on AIG identification. These students will develop reading and math skills through project- and problem-based learning, as well as leadership activities such as mentoring younger classmates. Additionally, starting in grade 4, their math curriculum will be compacted. Identified students will meet with the AIG team twice a week for 30-minute sessions.

Students in grades 6-10 will be enrolled in honors, advanced, or accelerated reading and math classes but may also receive additional pull-out support twice a week for 30 minutes, based on their AIG identification and EOG scores of 5 in reading and math. They will engage in project- and problem-based learning, leadership opportunities such as student government, and other enrichment activities. Intellectually Gifted students will work on passion projects or participate in STEM activities during these sessions.

The AIG team will ensure that all teachers, specialists, and guidance counselors have access to students' Differentiated Education Plans (DEPs) once created. Teachers will be informed about the identified students in their classrooms and the services they will receive. All DEPs will be stored in a central location, such as the student's cumulative folder, ensuring accessibility for all stakeholders.

Additionally, the AIG team will provide direct and indirect support to classroom teachers and instructional staff by:

· Coaching kindergarten and first-grade teachers by modeling the use of resources like Junior Great Books.

· Attending Professional Learning Community (PLC) meetings to share resources and support students needing acceleration, with ongoing assistance throughout the school year.

· Collaborating with teachers of clustered classrooms to accelerate content for identified students.

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* **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.

The AIG team will meet with clustered classroom teachers during PLC meetings to help extend and enrich the activities in the classroom. The AIG team will meet with regular education teachers. The AIG team will be on the leadership team and work with administration to address K-10 students. The AIG team will

meet on a regular basis with the counseling team to ensure that the social/emotional needs of the students are being met. The AIG team will collaborate with the Special Populations Coordinator to ensure the programs are connected and resources are available to the regular classroom teachers.

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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.

Langtree Charter Academy teachers provide all students will instruction based on their identified needs based on "hard" and "so" data in determining flexible grouping. *NC DPI Assessments *NWEA *EOG data *Unit and pre and post assessments *Goal setting and progress monitoring *Interest surveys K-2 will be clustered based on a combination of NC DPI assessments, NWEA, kindergarten entrance exam and other formal data. 2nd -5th grade will be clustered. A combination of EOG, NC DPI assessments, nationally normed achievement and aptitude tests will be used to determine placement of students. Groups will be flexible based on information gained from assessments such as NC check-ins and pretest assessments. 6th – 8th grade students will be placed in honors classes based on their EOG data as well as other formal data.

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

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

* **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.

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

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

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

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

Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, dual enrollment, subject and/or grade acceleration. The AIG team will work with the regular education teacher to compact the curriculum for students who show that they are ready to move quickly through math or reading standards and need enrichment. This will be determined through formal and informal assessments such as pre-

assessments and NC Check-ins that the classroom teacher administers to the students. Acceleration will be done within the classroom setting with the regular education teacher. Grades 6-10 will have honors, advances, and accelerated courses in reading and math.

* **Practice H**
Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming.

The AIG team will pull students who are showing signs of giftedness to work on different programs to help with their critical thinking skills. We will use NC DPI data, NWEA, teacher observation and the observations of the AIG team to determine students who will be pulled in kindergarten through second grade. Our school will do a universal screening in grades kindergarten through second in the winter using a nationally normed achievement test such as the NWEA. BOG data will be shared with the AIG team at the beginning of the year to look for students who scored a 4 or a 5 on the BOG reading test to be pulled out for a nationally normed achievement test such as the CogAt. The AIG team will partner with the EC teachers to discuss the needs of the twice gifted students that we may have in our school. The AIG team will collaborate with the regular classroom teacher to compact the curriculum and meet the needs of students.

* **Practice I**
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.

The AIG team will utilize talent development strategies to cultivate the potential of students across the K-8 curriculum. The AIG team will work with teachers during PLCs throughout the year to give them ideas as to how to meet the needs of all their students. There will be a centrally located file on the school's LMS to access lessons, idea, and activities for students who are ready to accept additional learning challenges.

* **Practice J**
Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day.

Our school will have extra-curricular activities available to the students after school programs. Some examples of the clubs that may be given as a choice to students are Future City, National Honor Society, Jr. Beta Club, Battle of the Books, and robotics.

*** Ideas for Strengthening the Standard**

Create a systematic way to ensure all aspects of student development (academic, intellectual, social and emotional needs) are addressed within each grade level, classroom environment and setting. Professional development provided to regular education teachers and other school instructional staff on how to meet the needs of the gifted learner. Develop a task force to review/create polices policies and practices when serving twice exceptional children by incorporating a team with EC students. Develop grouping policy and/or procedures based on best-practice research. Establish a method to ensure all teachers have access to resources, programs, and services. Provide a brochure or other type of guide for all staff to ensure the essential components of the AIG plan. Offer quarterly site team meetings to discuss services within the school. Establish an AIG support team that includes teachers, counselors and administration to focus on and plan for social and emotional needs of gifted learners. Reach out to area professionals with guidance counselors for PD that supports the social and emotional needs of gifted students. Develop clear guidelines and policies for many types of acceleration to ensure that it is consistent at LCA.

Planned Sources of Evidence

*	PLC agendas
*	NTI/RTO slide decks
*	Course offerings

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

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.

The Cambridge Program offers an international, pre-university curriculum and examination system that emphasizes the value of a broad and balanced study for academically able students.

The Cambridge curriculum aims to encourage the skills of independent research and investigation, the use of initiative and creativity and the application of knowledge and skills. A range of assessment techniques is used. Emphasis is placed on the use of externally marked examination papers by the University of Cambridge International Examinations (CIE) and on compulsory practical work where appropriate.

An important principle of this examination system is that students are rewarded for positive achievement – what they know, understand, and can do – rather than being penalized for an accumulation of errors. This requires students to demonstrate a high level of literacy and the ability to organize knowledge and ideas to produce reasoned, written responses.

The International General Certificate of Secondary Education (IGCSE) is a two-year curriculum that provides a strong preparation for higher-level courses such as Advanced International Certificate of Education (AICE) and A.P. For the many courses students are required to sit for an external examination administered by the University of Cambridge International Examinations (CIE). Upon successful completion students receive individual subject certificates.

In collaboration with the regular education teachers, math and reading with be compacted using pretests as a guide in grades 3-10. Compacting will be based on the NC Standard Course of Study. The AIG team will come in during PLCs to help the regular education teachers with grouping students and accelerating the curriculum to meet the needs of the students. The AIG team will provide enrichment for the K-2 students with the regular education teacher. Honor classes will be available to students in grades 6-10 in reading and math.

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

Among the instructional practices currently in teachers' repertoire are at Langtree Charter Academy are:
*Reading Workshop
*Guided Reading
*Literature Circles
*Math Workshop
*Inquiry based social studies and science *Problem and Project Based Learning

* The AIG team representative will attend grade level PLCs

* **Practice C**
Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students.

AIG team when working with 3-5 students will use researched based materials, Problem/Process/Project Based Learning, and Philosophy for kids. AIG team when working with 6-8 students will use materials. *Continue to obtain quality classroom libraries of fiction and nonfiction that support reading workshop for advanced learners (as well as other students)

* **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.

Langtree Charter Academy charter states that we are a Cambridge School. The AIG team will be incorporating this with what is done in push in and pull out as well. Critical Thinking *Problem Based Learning *Working with a group to complete Problem/Project Based Learning *STEAM projects *Philosophy for kids Collaboration *Problem/Project based learning in their groups *Project/Problem Based Learning *Passion projects Leadership *opportunities based on teacher recommendation to work with students in different grade levels *Passion projects *Opportunities to lead activities such as book clubs, group collaborations, etc.

* **Practice E**
Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction.

Prior to teaching a new concept or skill, teachers may assess their students' abilities and knowledge in order to plan their instruction, make student groups, curriculum compacting, and reteaching. Following the instruction, the teacher will assess whether the students have met their learning goals. Formative Assessments may include quizzes, running records, math inventories, exit passes, and anecdotal notes on students' performance. These are opportunities to give regular feedback to the students about their progress, so that they can change their efforts in order to meet the standard being taught. All project/process/problem-based learning has a rubric in which students are given the expectations before completing the project.

In addition, several times a year students will take the NWEA assessment. This test provides teachers and parents with a wealth of information regarding their fluency, reading and writing comprehension. This test is valuable for gifted learners because it gives the instructional reading level of the student. As the student reads the text and comprehension increases in difficulty. Grades 3-10 participate in NC Check-Ins several times throughout the year. This test provides teachers with a wealth of information to drive their reading and math instruction.

* **Practice F**
Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction.

LCA will provide a dedicated collaboration time between AIG specialists and school staff, as it is essential to the development and implementation of differentiated curriculum and instruction for gifted learners. During this time, AIG specialists work closely with classroom teachers to analyze student data, identify individual learning needs, and design targeted instructional strategies. These collaborative sessions will allow for the co-creation of lessons and activities that appropriately challenge and engage advanced learners.

Through ongoing dialogue in Professional Learning Community (PLC) meetings and other team planning opportunities, AIG specialists will provide expertise in differentiation to ensure that instructional practices align with the unique needs of gifted students. This shared planning process will foster consistent and intentional implementation of differentiated instruction across classrooms, supported by regular progress monitoring and feedback. As a result, this collaboration will directly enhance the educational experience of AIG students by ensuring their learning is personalized, enriched, and responsive to their abilities.

*** Ideas for Strengthening the Standard**

Implement a consistent plan of content-based units for each grade level. Utilize content replacement as a strategy to accelerate advanced learners. Incorporate student interests in creating additional courses, enrichment activities and independent projects. Develop curriculum guides that outline how to use evidence-based resources within the district instructional framework. Gather new evidence-based resources to support gifted planning. Build resources to be checked out by regular education teachers. Have resources available for regular education teachers to check out. Create partnerships with community organizations such as participating in community service projects. Offer summer camp for rising 4th-8th grade students around a specific instructional theme. Design units of study that intentionally support the social and emotional development of AIG children. Advocate that during PLCs that the AIG student needs are part of the agenda. Facilitate continuous site-team meetings to ensure collaboration with teachers and instructional staff that are working with gifted learners. Every quarter includes a "Gifted Progress Report" with the regular report card to provide additional communication of the student's progress.

Planned Sources of Evidence

*	Exemplars of PBL projects facilitated by the AIG team Student performance data on NC EOG tests.
*	Student performance data on NWEA.
*	Summative and formative assessments

Documents

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

Standard 4: Personnel and Professional Development

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

* **Practice A**

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

Langtree Charter Academy's program for Advanced Learners is coordinated by an AIG licensed teacher with years of experience working in a variety of educational settings with gifted students in both elementary and middle school. The AIG coordinator's dues include: *Overseeing the screening, referral and identification process *Maintaining documentation of student identification evidence and services provided *Providing leadership for the needs of AIG learners *Implement the program services with the K-8 students at LCA *Participate in professional development opportunities, including regional and other statewide meetings to support gifted programs *Developing, monitoring and evaluating the local AIG plan *Provide professional development and resources regarding gifted and advanced students to the instructional staff *Develop partnerships with families to support the AIG program *Facilitate AIG PLC meetings to ensure the needs of gifted learners are being met consistently across the LCA .

* **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.

The AIG coordinator assists in identification, assessment process and placement of each student. The AIG coordinator's role is divided between coaching teachers in best practices for AIG instruction, providing professional development addressing AIG practices, helping to differentiate lessons and assignments, teaching students in small pull-out groups or push in situations, and administrative responsibilities for the program. All of the work indirectly or directly addresses the needs of advanced learners. The AIG coordinator at Langtree Charter Academy is also on the AIG team. The AIG team will remain current on the best practices for gifted learners by reading articles and books. Academic *Compacting Curriculum *Subject Acceleration

*Working with PLCs to look at data when flexibly grouping students. Intellectual *Project/Problem based learning *Passion projects for students who are intellectually gifted
*Working with parents and gathering information on DEP
*Providing articles on our website about the social/emotional needs of gifted students
*AIG team working collaboratively with the counselor to address needs found by parents and teacher observations.

* **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.

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

*Though no teachers have an AIG license, Langtree Charter Academy's staff is trained in differentiation strategies through their work with the CRTs and PD provided to the staff by administration. *Professional development will be geared towards the focus on the school which may include social/emotional needs,

standards-based grading, compacting the curriculum and choice boards. *During PLCs teachers and administrators have opportunities to discuss the instructional practices and learning opportunities for our AIG students. The team will work together to identify best practices and resources for our students.

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

Langtree Charter Academy has a varying number of classrooms at each grade level. Advanced learners are clustered in each classroom with 4-6 advanced learners in each class of 20 or more students. Most instruction occurs through differentiation in the regular classroom through small groups. All lead teachers are highly qualified in the state of North Carolina and receive professional development each year. They work closely with the AIG team. Students will be clustered based on their identification. High achieving peers may also be clustered with the identified students based on the number of students identified per grade level.

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

The professional development plan is aligned with our school-wide goals and initiatives. Ongoing data chats, small group instruction, and standard tracking are the goals embedded in our AIG program. We will be focusing on the social/emotional needs of our students overall. Teachers who teach the clusters will participate in a book club that focuses on the social/emotional needs of the gifted students they serve and the scholar academically.

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

Our student data, schoolwide strategic plans, student and parent survey data informs the planning, implementation and refinement of the LEA yearly professional learning activities, including activities for our staff working on our AIG students. This includes our New Teacher Induction and Returning Teacher Orientation, teacher professional development days and off-campus professional development grant or school funded opportunities. The AIG team will collaborate with the counselors to discuss the social and emotional needs of AIG students and to create professional development for the teachers who work with these students. The AIG team will collaborate with the EC teacher to ensure that the twice exceptional students' needs are met. The AIG team will be a member of an organization like the National Association for Gifted Children to remain current on the new strategies for gifted students and to create professional development based on what the AIG team has learned. The AIG team rep will be attending PLCs throughout the year to help teachers in creating a curriculum that meets the needs of the identified and high-flying students in their class.

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

Langtree Charter Academy will develop partnerships with parents/families in the following ways to develop strong partnerships.

Academic and intellectual
*Curriculum nights throughout the year to showcase what the students are doing in their classroom.

Social/Emotional Needs
*Articles posted on the website for parents from the National Association of Gifted Children and other sites that talk about the social/emotional needs of gifted students.

*At least one parent night where we discuss a topic based on the parent survey of what they would like to learn more about.

*** Ideas for Strengthening the Standard**

*AIG team attending conferences on gifted learning and bringing back resources. *Counseling lessons integrated into the AIG time frame to work on skills that are specific to the students' needs based on observations from the AIG team, classroom teacher and counselors.
*Creating PD credit for course work designed by the AIG team for classroom teachers. *Partner with local college, so that teachers who have the clustered classes are able to earn an AIG add on license. *Survey all certified staff to determine additional AIG in-service training topics needed. The data will then be used to determine the direction for staff development with AIG emphasis.
*Develop a process to monitor the effective assignment of students to appropriately licensed or prepared personnel throughout the year and share it with the administration.
*Provide recognition at the school for completing AIG add-on license or completing local requirements. *Collaborate with instructional support staff to integrate best practices for gifted learners. *Plan PD opportunities that are comprehensive and current in topics such as characteristics of gifted learners, methods and models for gifted instruction. Use the booster shots from NCDPI when creating the PD. *Promote opportunities for PD outside of the charter school to support best practices. *Use technology to share new ideas and grade appropriate resource materials from PD. *Provide exemplary lessons illustrating the theory and concepts learned during PD to help differentiation and co-teaching, as a component of AIG coursework.

Planned Sources of Evidence

*	PD plan
*	AIG resources posted to the school's website
*	PLC agendas

Documents

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

Standard 5: Partnerships

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

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

- academic and intellectual
- social and emotional.

To develop new partnerships and maintain existing, Langtree Charter Academy will continue regular updates to the website, including information on identification, services, and assessment. A meeting will be held at the beginning of the year to inform parents about the identification process. In addition, two meetings will be held with parents to discuss school wide initiatives like project/problem/process-based learning and the social/emotional needs of gifted students. A parent survey will be given out at the beginning of the year to gain knowledge about the topics they would like to discuss. Informal surveys to gauge parent interest in needs will continue throughout the year. Stakeholders are informed in the following ways: *Administrator presents action plan and progress to the Board of Directors each Spring.
*AIG coordinator meets with Langtree Charter Academy stakeholders (staff, parents, and students) at least 3 times annually. An automated call will be sent to parents about the local AIG plan, meetings and policies using the AIG parent/community list serve to foster electronic communication. *Langtree Charter Academy school wide publications provide written information to *An outline of information regarding the plan and polices related to gifted will be updated on the school's newsletter. The plan will be available on the school's website.

* **Practice 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.

Langtree Charter Academy has been dedicated in including all stakeholders in decision making in creating our plan. Through surveys and test data analysis we sought data from school constituents including students, parents and teachers. The current program was designed in response to the data. Each year the program's offering, policies and action plan are created through collaboration between the AIG coordinator, faculty and Langtree Charter Academy stakeholders (which includes parents). The AIG committee meets at least 3 times a year to review the current policy, programming, and parent education opportunities. Members are asked to serve on the committee for a term of two years. Each year, the program evaluation includes feedback from students, parents, faculty and other stakeholders.

* **Practice 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.

Parents/families are informed regularly by *maintaining a website with information on current programming *including opportunities in school-wide publications including the newsletter that goes out to families every week via email and other communications *Translating information for parents/families and creating forms that are translated in their native language.

* **Practice 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.

Partnerships include:
*Parent and community involvement *beginning a partnership with local colleges *Partnerships with local businesses that go with our school vision.

*** Ideas for Strengthening the Standard**

*Create a PAGE chapter for parents at Langtree Charter Academy
*Reach out to the community to be an active member on the AIG committee *Identify leaders from various parent and family networks that may be willing partner with LCA to brainstorm ways to support programming options and develop services for gifted learners. *Utilize parents/family members as guest speakers to address current issues/concerns regarding gifted learners, or to speak to an interest or passion area of gifted learners.
*Create brochures, pamphlets/fliers or an AIG handbook for parents to outline information regarding the plan and policies related to gifted, including a glossary of acronyms and terms for consistent understanding of vocabulary.
*Prepare a video or digital presentation on the AIG website that informs stakeholders of the local AIG program, plan and policies. *Utilize the local newspaper to "share the good news" about student accomplishments to improve perception and community relations when appropriate *Showcase AIG student achievements by inviting community partners to various events and competitions like Odyssey of the Mind, Robotics, etc. *Partner with local colleges for rocketing club and AIG certification for teachers.

Planned Sources of Evidence

*	Surveys
*	AIG information featured on the school's website
*	Newsletters

Documents

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

Langtree Charter Academy (49F) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 6: Program Accountability

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

* **Practice A**
Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. §115C-150.5-.8 {Article 9B}), 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.

In creating the plan: *We surveyed parents, teachers, and students to assess and review the data to see where we could improve *Contacted parents and teachers about being on the AIG committee *Forms were created using the feedback from the members on the committee *Administrator had a meeting with the board to get the plan for Langtree Charter Academy approved All components of an AIG plan, for all six standards, have been addressed by the plan. The plan under review will be approved by the Board of Directors and sent to NCDPI for review and comment.

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

The AIG Coordinator leads the AIG committee meetings once a quarter to monitor data and discuss the implementation of the plan and discuss any updates with the members on the committee. The committee members will be given a copy of the plan to use as a reference at the meetings. The AIG team meets regularly with the leadership team and classroom teachers to review implementation of annual action plan and review student performance data. The evaluation summary is submitted to the school's leadership team and to the Board of Directors. Documentation is kept in a binder organized by standards and practices to document and provide evidence of implementation.

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

No additional state funds are allotted to our program (aside from the usual ADM). Our school budget includes no program budget for an AIG coordinator other than a small classroom budget and a salary for an AIG teacher. The AIG classroom budget is used to fund materials for instruction of students. The AIG teacher salary is consistent with state salary scale.

* **Practice D**
Maintains 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.

Disaggregated EOG, NC DPI assessments, and NWEA for Langtree Charter Academy is shared with the leadership team to set school wide goal, is reviewed at the beginning of the year and shared with faculty as a group and in grade-level teams. The test data for performance and growth is also compiled at the end of the year, analyzed by the administration team and used to inform program revisions. Performance assessments are shared with parents quarterly. The AIG team will collaborate with the Special Populations Coordinator to gather, analyze and share AIG student growth and achievement data. Data to be included may include EOG data, NC DPI assessments, NWEA or other data collected. LCA will protect confidentiality and adhere to the rules of FERPA when sharing student data with the public.

* **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.

Langtree Charter Academy has few highly gifted and twice-exceptional students in the general population, not enough to constitute testing subgroups. LCA students include economically disadvantaged students, students who are culturally/ethnically diverse, and ELL students. More attention could be made to counting these students and determining whether they are represented in similar percentages as they are in the general population in the school. Powerschool or Infinite Campus and the NWEA will begin to be utilized to look more closely at these demographics. The AIG team will partner with the Special Populations Coordinator to see the procedures for monitoring the data.

* **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.

Personnel files are kept current and complete. Langtree Charter Academy targets 100% highly qualified for all lead teachers and support teachers including those that serve AIG students. Additionally, Langtree Charter Academy encourages teachers to enroll in professional development and alerts staff of professional development that may be beneficial to the AIG team will work with the SOA (schools operations administrator) to document the employees earning an AIG add-on license or participating in professional development geared towards gifted learners.

* **Practice G**
Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the ongoing implementation and effectiveness of the local AIG program to support continuous program improvement.

The parent surveys have questions about the AIG program and its implementation and are reviewed by the AIG committee. The AIG committee is made up of parents, teachers and program staff. Open dialogue is maintained between the school's Board of Directors, program staff, teachers, families and community members. Students are asked to give their feedback throughout the year. The AIG team will gather information from collaborative teams such as the PLC to gather informal feedback for constant reflection that are directly or indirectly involved with AIG.

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

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

* **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.

Parents of AIG students sign the Procedure to Resolve Disagreement Form (AIG 5) when their child is identified as a gifted learner that outlines the policies and procedures for parents in the event, they disagree with AIG services. Parents are provided with a copy of this form and the original is kept in the student's AIG folder.
Parents will also be provided an AIG Parent Guide when their child is identified to ensure knowledge of AIG Plan practices are shared at those meetings including: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedure to resolve disagreements. Parents/guardians receive the following information about the Procedure to Disagree: 1. The parents should begin at the school level to resolve issues. 2. If concerns are not resolved, the parent may request in writing to meet with the Special Populations Coordinator (elementary) and/or school site principal to review the disagreement. 3. If a resolution has not been obtained, the parent or principal may make a written request for a review of the written disagreement to the Director of AIG. 4. If resolution has not been obtained, the parent, principal, or Director of AIG may make a written request for a review of the written disagreement by the State Superintendent of CSUSA . 6. If resolution still has not been achieved, the parent has the right to petition an

Administrative Law judge for a contested case hearing. The review (in writing) shall be limited to whether the LEA failed to identify the child as an academically or intellectually gifted student, or whether the local AIG Plan has been implemented appropriately with regard to educational services provided to the child. This decision is final. Attorney's fees are not available to parents in the event that they prevail in a due process hearing.

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*** Ideas for Strengthening the Standard**

The Gifted Learning Department will work more closely with AIG School Coordinators to bring school level AIG performance data to the meetings. The coordinators will work with school level GPS Teams to determine the next steps in response to the performance data. Schools will be asked to look more closely at the growth of their AIG-identified students and determine next steps. GPS minutes will be more closely monitored for those identified next steps. Ensuring that data is reported frequently on the AIG website is needed to increase opportunities for all stakeholders to have access to the information. A tab for data will be added and the Gifted Learning Department Director and Special Population Coordinator will monitor the updating of the page.

Planned Sources of Evidence

*	AIG Local Plan approved by school board
*	AIG Folder Audit Results
*	AIG Director calendar documenting random folder checks for secondary
*	Principal Meeting Agendas
*	AIG Funding Usage Documentation
*	AIG Flyers with Data
*	Spreadsheet of personnel credentials related to AIG
*	AIG Advisory Team Agenda/Minutes
*	School Folder Audit Data
*	Fall and Spring AIG headcount

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

Local Board of Education Approval

Langtree Charter Academy (49F) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:
05/28/2025

AIG Related Documents

Langtree Charter Academy (49F) 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	Local Board of Education Approval Signatures

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	

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Phrase	Definition