

Mission/Vision Statement and Funding

**West Lake Preparatory Academy (55B) 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)

West Lake Preparatory Academy's mission is to provide students with a rigorous education program offering personalized learning plans in a technology rich environment preparing each student to excel and complete in a global world.

**FUNDING FOR LOCAL AIG PROGRAM (as of 2025)**

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 23,225.64	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

**West Lake Preparatory Academy (55B) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

**Standard 1: Student Identification**

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

**\* Practice A**

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

**Screening-** The AIG Coordinator will review and analyze local and state benchmark data for Kindergarten through eighth grade students twice a year. Data utilized in screening for possible identification includes nationally normed aptitude and/or achievement tests such as mClass, NWEA's MAP, iReady, BOG, EOGs and/or EOCs.

An aptitude test, such as the CogAT, will be administered in the spring of enrolled students second grade year to serve as a universal screener for gifted characteristics.

Students who score in the 85<sup>th</sup> percentile or above in either screener method will be considered for the identification process.

**Referral-** West Lake has a new model of instructional delivery, the Village Model, that is geared toward differentiation for all students. This model will allow all students to show their strengths throughout the year. A nomination form will be posted on the school's website for teachers, students, and/or parent/guardians to submit referrals for students who have demonstrated gifted characteristics. Referrals will be considered in accordance with the quantitative data in determining whether to go forward with the identification process for a nominated student.

**\* 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.

Scholars will be given multiple opportunities in kindergarten through eighth grade for identification using qualitative and quantitative data. Qualitative data may include AIG Coordinator/AIG teacher observations and teacher observations to determine if a child may need enrichment activities in and/or out of the classroom. Quantitative data may include aptitude tests such as the CogAT, or achievement tests, such as EOG scores (3-8).

**Aptitude**

- Composite score of 95% or above is 12 points, 90-94% is 6 points, 85-89% is 3 points, 84% or below is 0 points.
- Verbal score of 95% or above is 12 points, 90-94% is 6 points, 85-89% is 3 points, 84% or below is 0 points.
- Quantitative and Nonverbal or QN score of 95% or above is 12 points, 90-94% is 6 points, 85-89% is 3 points, 84% or below is 0 points.

**Achievement**

- Reading score of 95% or above is 4 points, 90-94% is 3 points, 85-89% is 2 points, 84% or below is 0 points.

Math score of 95% or above is 4 points, 90-94% is 3 points, 85-89% is 2 points, 84% or below is 0 points.

Referred students may be identified using alternate forms of achievement included in the student's portfolio. Examples of qualitative work would include projects demonstrating above-grade-level ability. Examples of quantitative work would include test scores, classwork grades demonstrating the student exceeds standards.

**Portfolio**

Scholars who do not qualify for identification with the aptitude and quantitative tests may be eligible for the portfolio process. Two observers will be asked to fill out the teaching rating scale for the scholar up for the portfolio process.

Highest Achievement Score: 90% or above 4 points, 85-89% 3 points, 80-84% 2 points, 75-79% 1 point, 74% or below 0 points

Highest Aptitude Score: 90% or above 4 points, 85-89% 3 points, 80-84% 2 points, 75-79% 1 point, 74% or below 0 points

Teacher Rating Scale: 55 or above 4 points, 50-54 points 3 points, 45-49 points 2 points, 40-44 points 1 point, 39 and below 0 points

Students who are new to the school and have been identified as gifted at another school in North Carolina or South Carolina will be identified as gifted at West Lake Preparatory Academy.

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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	* Has an accumulation of 4 points in the verbal portion of the aptitude test, the reading portion of the achievement test, or a combination of both will identify as Academically Gifted in Reading (AR).	* Has an accumulation of 4 points in the quantitative and nonverbal section of the aptitude test, math portion of the achievement test, or a combination of both will identify as Academically Gifted in Math (AM).	* Has an accumulation of 8 points in reading and math using an achievement test and/or an aptitude test will identify as Academically Gifted in both Reading and Math (AG).	* After all achievement and informal opportunities have been exhausted, scholars who score 90-94% composite on a nationally normed aptitude test will identify as Intellectually Gifted (IG).	* Has an accumulation of 12 points in reading and math using an aptitude test and/or an achievement test will identify as Academically and Intellectually Gifted (AIG).
3-5	* Has an accumulation of 4 points in the verbal portion of the aptitude test, the reading portion of the achievement test, or a combination of both will identify as Academically Gifted in Reading (AR).	* Has an accumulation of 4 points in the quantitative and nonverbal section of the aptitude test, math portion of the achievement test, or a combination of both will identify as Academically Gifted in Math (AM).	* Has an accumulation of 8 points in reading and math using an achievement test and/or an aptitude test will identify as Academically Gifted in both Reading and Math (AG).	* After all achievement and informal opportunities have been exhausted, scholars who score 90-94% composite on a nationally normed aptitude test will identify as Intellectually Gifted (IG).	* Has an accumulation of 12 points in reading and math using an aptitude test and/or an achievement test will identify as Academically and Intellectually Gifted (AIG).

6-8	* Has an accumulation of 4 points in the verbal portion of the aptitude test, the reading portion of the achievement test, or a combination of both will identify as Academically Gifted in Reading (AR).	* Has an accumulation of 4 points in the quantitative and nonverbal section of the aptitude test, math portion of the achievement test, or a combination of both will identify as Academically Gifted in Math (AM).	* Has an accumulation of 8 points in reading and math using an achievement test and/or an aptitude test will identify as Academically Gifted in both Reading and Math (AG).	* After all achievement and informal opportunities have been exhausted, scholars who score 90-94% composite on a nationally normed aptitude test will identify as Intellectually Gifted (IG).	* Has an accumulation of 12 points in reading and math using an aptitude test and/or an achievement test will identify as Academically and Intellectually Gifted (AIG).
9-12	* N/A	* N/A	* N/A	* N/A	* N/A

**\* 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.

The AIG Coordinator will meet with grade level teams quarterly to review NWEA data, NC Check in Data and classroom observations so that all students are continuously monitored regardless of race, ethnicity or socioeconomic status.

The district recognizes and encourages diverse populations to achieve and excel. We will continue to monitor and analyze sub-group data to target underserved groups, especially since the NC Charter School Lottery System determines our school demographics for incoming students.

Students who are culturally/ethnically diverse, economically disadvantaged, multilingual learners, highly gifted, and twice-exceptional will be included in the identification/referral process for potential AIG students.

More rigorous evaluation of potential AIG students might be required when there is limited or nonstandard English in the home, transience in elementary school (at least 3 moves), economic disadvantage, and identified disability.

The AIG team will utilize an eligibility determination form that captures standardized assessment data, teacher/and or parent observation data, and a component that addresses measures of creativity exhibited by students. The triangulation of data considered is structured to take into account traditionally underrepresented populations, (multilingual learners, students of low socio-economic status, and twice exceptional students).

Teachers must monitor academic performance of underserved populations, mentor, and refer them for possible AIG evaluation. Our goal is to identify and serve all eligible students.

Professional development will be provided to expand staff understanding of giftedness and tackle misperceptions.

**Percent Ethnicity Identified as AIG**

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
<b>Female</b>	---	---	---	---	---	---	---
<b>Male</b>	---	---	---	---	---	---	14.29%

Total

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8.47%

### Percent of Total AIG Students Identified as Dual Exceptionality

#### \* Practice D

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

The LEA has created measures to implement appropriate screening and identification for the majority of gifted students. Within the LEA, students will be screened using available standardized and growth-based assessments to monitor student performance/potential for performance and exhibited characteristics of gifted learners. Most gifted and highly gifted students are identified through the use of traditional aptitude and achievement measures coupled with various qualitative measures. We recognize that academically and intellectually gifted students come from all ethnic, geographic, and socioeconomic groups and that they are gifted in a wide range of academic and/or intellectual abilities. The process used to identify students in need of gifted services must be ongoing, reliant on multiple measures, free of bias, and non-exclusionary. In an effort to provide equity, the LEA must be clear and consistent in its practices. We understand that there may be disproportionate representation of various subgroups within the school-based population. This may be compounded by the yearly NC Charter School Lottery's potential to change the school's overall demographics. As a result, we intend to use all screening, nomination, and direct referral avenues available to serve gifted students. The LEA will also increase the overall staff participation in the student nomination process and conduct a yearly internal audit of AIG records to ensure consistent processes. These records can include but are not limited to keeping current and updated AIG PLANS, quarterly reports of student progress for parents/guardians, and maintaining a portfolio of student work.

#### \* Practice E

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

As an indicator of consistency, program documentation will keep stakeholders informed and serve as a monitor of student progress. This documentation will include, but not be limited to:

PLP, meeting minutes, and progress monitoring documentation.

Meetings will be held annually to review PLPs. Coordinators will present an overview of AIG expectations, and teams will discuss the support system(s) available for students' academic, emotional and social success.

Additional conferences will be scheduled as needed at parent or teacher request.

Key transition points:

- Acceleration
- Transition to middle school
- Transition to high school
- Beginning services
- Change in Services
- Kindergarten

- 2nd grade as they prepare for reading tests

Parent/guardian notification of universal screening in second grade with option to opt out of the screening process. Information featured on the school's website to inform stakeholders of the screening, referral, and identification processes. Development of an AIG Advisory Board. AIG Coordinator presence at PLCs. AIG Coordinator, or other designee, will have a presence at Open House/Curriculum night to inform families of the screening, referral, and identification process.

**\* 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 LEA will create and keep individual files for each student who has been nominated, evaluated, and has/had services provided while at West Lake Preparatory Academy. Documentation can include:

- Comprehensive learner profile
- Qualitative data/observations
- Quantitative data—aptitude & achievement assessment scores
- Permission to Evaluate
- Initial AIG Plan
- Yearly Progress Monitoring of the AIG Plan
- Quarterly Reports

Results from the screening, referral, and identification process will be send home for review by the parent/guardian. Parents/guardians of students who qualify for services will be invited to conference with the AIG Coordinator to further review the results and discuss next steps in receiving services through the AIG programming at West Lake. Parents/guardians will be provided a copy of the initial AIG plan, as applicable.

**\* 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 West Lake who meet the criteria for AIG identification will have an AIG Plan developed and reviewed/revised annually. AIG Plan development, review, and revision will be completed through a collaborative team discussion involving the parent/guardian, the student, AIG coordinator, classroom teacher(s), and other student service/support personnel knowledgeable of the student, as appropriate.

The following details will be discussed by the team and documented on the eligible student's AIG Plan:

- Area of identification
- Summary of data used in the development/revision of the AIG Plan
- Individual goals

**AIG Services**

Annual revisions to eligible student's AIG plans will be maintained in the student's individual file. Copies of AIG plan updates will be provided to parent/guardian for their record.

A copy of student quarterly reports will be sent home to parents 4 times per academic year. Parents may request to meet with the AIG Plan collaborative team to discuss student progress, questions, and/or issues prior to the annual review of their child's AIG plan.

**\* Ideas for Strengthening the Standard**

West Lake continues to explore tools and processes to better identify under-served populations. As the school works toward being a more diverse community, the AIG identification process will need to respond to the gifts and abilities of a changing population with additional Pathways to identification.

**Planned Sources of Evidence**

- \* - Parent AIG Surveys
- \* - AIG Student folders
- \* - Student AIG Plans

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

Standard 2: Comprehensive Programming within a Total School Community

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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.

Our LEA adopts the NC Standard Course of Study (SCOS) in Language Arts, Math, and other content areas as appropriate. Small group and differentiated instruction are provided to all students. AIG teachers meet with grade level teams to ensure that instructional practices and resources are shared to provide continued support for AIG students. AIG students are pulled out for small group instruction and/ or placed in advanced ELA and/ or advanced math classes. In addition, AIG teachers act as co- teachers and collaborators with the general education teachers to support instructional delivery, student individual goals, Personalized Learning Plans (PLPs), and grading/assessment.

**Service Levels**

- Level 1: Regular classroom environment, flexible grouping, differentiated services by the teacher, indirect support by the AIG teacher.
- Level 2: All Level 1 options, direct support by the AIG teacher
- Level 3: All Level 2 options and subject advancement
- Level 4: All Level 3 options and grade advancement.

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Grade Span	Academically Gifted	Intellectually Gifted	Academically and Intellectually Gifted	Additional information



K-2	<p>* - Academically Gifted - Reading only: Students will work with the AIG teacher 1 time a week for 30 minutes in reading. - Academically Gifted - Math only: Students will work with the AIG teacher 1 time a week for 30 minutes in math. - Academically Gifted - Reading &amp; Math: Students will work with the AIG Specialist 1 time a week for 30 minutes for reading and 1 time a week for 30 minutes for math.</p>	<p>* - Intellectually Gifted: Students will work with the AIG Specialist 2 times a week for 30 minutes in problem-based activities and/or STEAM activities. If the numbers do not support a small group of IG/AIG scholars, they will be integrated into either math or reading depending on their area of strength, and STEAM activities will be incorporated into the curriculum.</p>	<p>* - Academically and Intellectually Gifted: Students will work with the AIG Specialist 2 times a week for 30 minutes in problem-based activities and/or STEAM activities. If the numbers do not support a small group of IG/AIG scholars, they will be integrated into either math or reading depending on their area of strength, and STEAM activities will be incorporated into the curriculum.</p>	* N/A
3-5	<p>* - Academically Gifted - Reading only: Students will work with the AIG teacher 1 time a week for 30 minutes in reading. - Academically Gifted - Math only: Students will work with the AIG teacher 1 time a week for 30 minutes in math. - Academically Gifted - Reading &amp; Math: Students will work with the AIG Specialist 1 time a week for 30 minutes for reading and 1 time a week for 30 minutes for math.</p>	<p>* - Intellectually Gifted: Students will work with the AIG Specialist 2 times a week for 30 minutes in problem-based activities and/or STEAM activities. If the numbers do not support a small group of IG/AIG scholars, they will be integrated into either math or reading depending on their area of strength, and STEAM activities will be incorporated into the curriculum.</p>	<p>* - Academically and Intellectually Gifted: Students will work with the AIG Specialist 2 times a week for 30 minutes in problem-based activities and/or STEAM activities. If the numbers do not support a small group of IG/AIG scholars, they will be integrated into either math or reading depending on their area of strength, and STEAM activities will be incorporated into the curriculum.</p>	* N/A
6-8	<p>* - Academically Gifted - Reading only: Students will work with the AIG teacher 1 time a week for 30 minutes in reading. Students in grades 6-8 will also be given the opportunity to be placed in an honors or advanced reading class. - Academically Gifted - Math only: Students will work with the AIG teacher 1 time a week for 30 minutes in math. Students in grades 6-8 will also be given the opportunity to be placed in an honors or advanced math class. - Academically Gifted - Reading &amp; Math: Students will work with the AIG Specialist 1 time a week for 30 minutes for reading and 1 time a week for 30 minutes for math. Students in grades 6-8 may also have an opportunity to be placed in an honors or advanced reading and/or math class.</p>	<p>* - Intellectually Gifted: Students will work with the AIG Specialist 2 times a week for 30 minutes in problem-based activities and/or STEAM activities. If the numbers do not support a small group of IG/AIG scholars, they will be integrated into either math or reading depending on their area of strength, and STEAM activities will be incorporated into the curriculum.</p>	<p>* - Academically and Intellectually Gifted: Students will work with the AIG Specialist 2 times a week for 30 minutes in problem-based activities and/or STEAM activities. If the numbers do not support a small group of IG/AIG scholars, they will be integrated into either math or reading depending on their area of strength, and STEAM activities will be incorporated into the curriculum. Students in grades 6-8 may also have an opportunity to be placed in an honors or advanced reading and/or math class.</p>	* N/A
9-12	* N/A	* N/A	* N/A	* N/A


**\* 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 LEA addresses the social and emotional needs of AIG students through the use of the following:

- Cluster grouping (K – 5th) and Advanced level courses (6th - 8th): gifted learners are able to be around like-minded individuals who will be more supportive in group work and share their intellectual processing capabilities.
- The school counselor/student service coordinator can specifically meet with gifted students at least two times each school year to “check-in” with how they are doing and/or lead small group conversations for children on various topics that affect the gifted child.
- All students will have access to a common social/emotional curriculum, such as AiA.

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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.

The AIG teachers collaborate with grade level teams to meet their affective and academic needs.

The AIG teachers collaborate with the EC teachers to ensure twice exceptional students gifted needs are being met in conjunction with their IEP.

The AIG teachers schedule appropriate times to co-teach or push-in small groups for enrichment and acceleration.

The AIG teachers work with kindergarten through second grade teachers for early identification.

The AIG teacher supports the SUCCESS block to meet the needs of all students.

Policy- The AIG coordinator will work with teachers who have AIG students to meet their affective and academic needs. Teachers will be notified of who has been identified as gifted at the start of each academic year, as students are newly identified, and as needed based on additional circumstance.

**\* Practice D**

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

Our LEA implements formative and summative assessment practices. We utilize our benchmark online program assessments, Read to Achieve Data, EOG, NWEA and teacher assessments. Student mastery and practice assignments and projects inform our teachers' instructional practices to include flexible grouping. Data will be monitored to make sure all students are making growth.

AIG students will be flexibly grouped within the Village Model based on quantitative and qualitative data sources. The following factors will be considered when determining grouping:

- Creating opportunities for gifted students to work with like-minded individuals on differentiated curriculum activities and/or centers.
- Supporting identified students' higher-level thinking skills (HOTS) based on their individual strengths, needs, and area(s) of giftedness
- Review of classroom assessment data, observed area of need, and identified area of giftedness.

Promoting growth in both the content area identified and the level of HOTS being integrated.

**\* 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 Coordinator/Teachers will present information regarding the AIG program at the beginning of the year during Returning Teacher Orientation (RTO) to the staff. Legislation and regulations around gifted programs will be integrated into the presentation, so that all stakeholders at the school level are aware of the guidelines surrounding gifted education.

Professional development sessions will be offered throughout the year to deepen staff understanding of AIG services and regulations. These sessions will include training sessions, and updates during staff and/or PLC meetings.

Here are the following stakeholder's roles and responsibilities for AIG students:

- AIG Coordinator/Teacher: Facilitate between all stakeholders, develop the AIG program for students, provide resources for classroom teachers, attend PLC meetings, and facilitate the entirety of the AIG program.
- Administration: Coordinate with the AIG Coordinator/Teacher to provide professional development to the staff, resources, and support the needs of the gifted students at West Lake.
- Teachers: Collaborate with the AIG Coordinator/Teacher, MTSS, and their CRT to provide enrichment activities for students, implement the enrichment activities with their students, advocate for their students, and be a talent scout.
- Parents: Communicate the needs of their child with the AIG Coordinator/Teacher as well as their classroom teacher. They should support all their child(ren)'s teachers and advocate for the needs of their child(ren).
- Students: Be an active participant in their education by advocating for themselves, being an active participant in creating goals during the creation of their AIG Plan, being actively engaged in their learning, and being accountable for their work to make sure it is done to the best of their ability.

**\* Practice F**

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

The AIG teachers meet weekly with grade level teams.

The AIG teachers support students' transition to high school by communicating with schools and families to help find the appropriate high school program for each AIG student.

Annual AIG plan meetings provide AIG teachers and classroom teachers the opportunity to communicate integral transition information.

Transition meetings will occur to ensure student goals and services are appropriately aligned at key transition points. This will occur near the end of students' 5<sup>th</sup> and 8<sup>th</sup> grade academic years to ensure services are appropriately aligned for middle and high school respectively.

**\* 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.

The LEA currently allows for Single Subject Acceleration (SSA) in grades K – 8th. This acceleration opportunity is offered to students who show great need for access to content above the current enrolled grade level. This could materialize as differentiated centers (K –2nd), enrichment of current NCSCOS push-in class (3rd - 5th), or being enrolled in an “advanced” section of English Language Arts and/or Mathematics (6th - 8th). Due to the school’s Charter School status and student enrollment based on a lottery system, the availability of a teacher-led compacted course (6th - 8th) depends on the number of students who need compacting and the availability of staffing. An alternate option through North Carolina Virtual Public Schools or similar style electronic resource, may be provided if volume of student need does not allow for staffing of a course. Whole grade acceleration will be considered when a student has shown extreme need for curriculum access that cannot be attained through the majority of the student’s current enrolled grade per a student’s AIG PLAN.

### **Early Admission to Kindergarten**

West Lake strongly discourages early enrollment of students before the age of 5. Children at this developmental milestone benefit from the stimulation and preparation of preschool. If a parent/guardian chooses to apply for early admission to kindergarten all the criteria below must be met. This policy is aligned with NC State Board of Education Policy. NC State Board of Education Policy 16 NCAC 6E.0105, delineates the standards for early admission to kindergarten, and is stated below. To determine the eligibility of a four-year-old child to enter kindergarten pursuant to the provisions of G.S. 115C-364(d), the principal shall confer with a committee of professional educators to consider for each child the following factors:

1. Student Aptitude. The child shall be precocious in academic and social development and shall score at the 98th percentile on a standard individual test of intelligence on either the Stanford-Binet or The Wechsler Preschool and Primary Scale of Intelligence administered by a licensed psychologist.
2. Achievement. The child shall be functioning from two to three years beyond the child's peers. The child shall score at the 98th percentile on either reading or mathematics on one or more of the following standard tests of achievement: the Woodcock-Johnson, the Test of Early Mathematics Ability (TEMA), and/or the Test of Early Reading Ability (TERA). The test must be administered by a licensed psychologist, a member of the psychologist's professional staff, or a professional educator who is trained in the use of the instrument and who has no conflict of interest in the outcome of the assessment.
3. Performance. The child shall be able to perform tasks well above age peers as evidenced by behaviors in one or more areas such as independent reading, problem solving skills, advanced vocabulary, and some writing fluency. The parent shall submit a sample of the child's work that shows outstanding examples of ability in any area including, but not limited to, art, mathematics, writing, dramatic play, creative productions, science, or social interactions.
4. Observable Student Behavior/Student Interest. The child shall demonstrate social and developmental maturity sufficient to participate in a structured setting for a full school day. The child shall be capable of following verbal instructions and functioning independently within a group. The parent shall provide two recommendation letters with specific documentation of physical and social maturity from preschool teachers, childcare workers, pediatricians, or others who have direct knowledge of the child. Useful documentation checklists include the California Preschool Competency Scale, the Harrison Scale, or any other comparable scale of early social development.
5. Motivation/Student Interest. The principal or principal's designee shall conduct an informal interview with the child and a more structured interview with the parent to determine if the child displays a thirst for knowledge and seeks new and challenging learning situations.

The parent shall present the information required by this Rule to the principal within the first 30 calendar days of the school's instructional year. All testing shall be administered after the April 16th that follows the child's fourth birthday. The principal shall decide whether to grant the parent's request for enrollment within three weeks after receiving this information. The principal may conditionally enroll the child for up to ninety days in order to observe whether the child is able to adjust to the school setting. If the principal determines that the child has not adjusted to the school setting, the principal shall deny the request for enrollment. However, before the child is exited from school, the principal shall invite the parent to assist in the development of intervention strategies for the child. If those strategies are not successful, the principal shall provide the parent at least 10 days' notice before exiting the child from school so the parent may arrange childcare, if needed.

Early admission to kindergarten shall not automatically result in the placement of the child in the program for academically gifted students. By the time the child has been enrolled for 90 calendar days, or at any earlier time that school officials determine that the child has adjusted satisfactorily and shall be allowed to remain in school, the gifted identification team shall review the child's information to determine if the child shall receive gifted services. If the team determines that the child shall receive gifted services, it shall develop either a differentiated education plan or an individual differentiated education plan for the child.

**\* 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 LEA supports the talent development of younger student through the use of differentiated centers and the use of West Lake Preparatory Academy's unique Village Model. Professional development opportunities for K – 3 staff will also be integrated that specifically targets gifted behaviors for this age group and how to foster creativity, curiosity, and critical thinking. All students receive targeted instruction, including enrichment, based on their assessment data and flexible grouping. Collaboration between the classroom teacher, family and administration centers on the social and emotional wellbeing as well as the academic needs of the child.

**\* 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 Coordinator/Teacher will utilize talent development strategies to cultivate potential across the K-8 curriculum. The gifted specialist will work with K-8 teachers to facilitate differentiation strategies to meet the needs of gifted students. The AIG Teacher will work with students who are showing signs of giftedness to work on different programs. Depending on staffing, those students will work in conjunction with their gifted peers or in a separate setting with other nurtured students. Existing data such as, EOG scores, BOG scores, district assessments such as iReady and NWEA, and teacher observations are utilized to determine the students who will work with the gifted specialist throughout the building.

A survey will be administered to identified and nurtured students to solicit feedback on their services and supports from the school year. Semi-structured interviews may be administered to ensure that their voice of underrepresented students are heard.

Our AIG headcount will help with determining the progress of our underrepresented groups and the progress we are making in each category with our identified students. This data will be shared with the administration and/or leadership team to ensure that we are responding to the needs of all our students.

The AIG Coordinator/Teacher will partner with the ML Coordinator and EC Lead to discuss the needs of 2e and ML students and to ensure the programming offered is meeting the needs of those students. We will also discuss potential students and their strengths.

Additional advanced learning opportunities may include acceleration for a single subject, multiple subjects, or grade level acceleration into appropriate grade level(s).

**\* Practice J**

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

Each quarter, families are notified of after school enrichment opportunities.

The LEA will work to provide more opportunities for extra-curricular programs and events.

All students will be encouraged to participate in afterschool extra-curricular programs.

WLPA offers boys soccer, cross country, volleyball, boys' basketball, girls' basketball, and cheer. West Lake also offers a variety of clubs including coding, bucket drumming, cooking, American Sign Language, Legos, Roblox. Extra-curricular offerings are subject to change. Based on feedback from students and families, as well as staff availability.

**\* Ideas for Strengthening the Standard**

The addition of another AIG teacher would better serve West Lake's gifted students. Currently one full time teacher, who also teaches STEM, monitors and implements AIG PLANS for students who are thus getting infrequent direct contact with the AIG teacher. Regular contact would result in stronger implementation of services and improved student growth in Kindergarten through 8th grade. The additional AIG teacher would work with identified students and students in the Talent Pool in grades K-3 which often requires specialized strategies for young students.

**Planned Sources of Evidence**

*	- AIG Team Mtg notes	
*	- Student AIG plans	
*	- Student quarterly reports	

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

Standard 3: Differentiated Curriculum and Instruction

**West Lake Preparatory Academy (55B) 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.

Our LEA adapts the NC Standard Course of Study (SCOS) in Language Arts, Math, and other content areas as appropriate. Small group and differentiated instruction are provided to all students in our Village Model. AIG teachers meet with grade level teams to ensure that instructional practices and resources are shared to provide continued support for AIG students. In addition, AIG teachers act as co-teachers and collaborators with the general education teachers to support instructional delivery, student individual goals Personalized Learning Plans (PLPs), and grading/assessment.

**K-5 Differentiation:**

Students in grades K-2 will receive extension, enrichment, and acceleration activities using materials such as choice boards created by classroom teachers and/or the AIG Teacher. The North Carolina Standard Course of Study (NCSCOS) guides the development of these activities. Students will be grouped based on their ability when completing these tasks. Teachers may also use acceleration activities recommended by their curriculum (e.g., HMH Houghton Mifflin Harcourt) when appropriate. Technology programs such as IXL will be utilized in reading and math to personalize learning and allow for accelerated pacing based on each student's performance.

**6-8 Differentiation:**

Students in grades 6-8 will have access to honors classes based on their EOG scores and identification areas. Teachers in honors classes will implement strategies shared during honors training. The extension components of the curriculum will be utilized when appropriate. Technology programs such as IXL are used in reading and math to personalize the students' learning and allow for accelerated pacing based on the student's performance for most of our students. Acceleration/extension/enrichment will be provided when needed by the AIG Coordinator/Teacher by giving students opportunities to work on project-based learning or interdisciplinary units that are tied to the NCSCOS for math and/or reading throughout the school year.

**\* Practice B**

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

Administration works collaboratively with AIG teachers to ensure policies and practices are created to support each student.

West Lake Preparatory Academy will continue to identify gifted students in reading and/or math. Service options will match identification. For example, a student identified with a strength in reading as determined by the AIG committee's review of student performance, as well as mClass, MAP or EOG results may

have services focused on increasing their reading skills through differentiated instruction in the classroom, placement in the advanced ELA class or small group push-in services for acceleration.

Within the regular classroom, differentiated instruction may occur through flexible grouping, tiered assignments, or curriculum compacting. We strive to continue to expand gifted offerings beyond core academics as school resources become available (e.g., robotics, egames, sports, STEM Club, etc.).

Services for gifted learners will be individualized to the student and integrated with the classroom curriculum when possible. Social/emotional needs will also be considered as appropriate.

**\* Practice C**

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

In an effort to allow all students (including all subgroups) access to appropriate curriculum that meets their needs, students will be provided with knowledgeable staff that will help support student growth within the area(s) of identified giftedness.

Specific Resources:

- NCDPI Gifted Resources website
- IXL
- Odyssey of the Mind
- Global Oneness Project
- Common Lit Thematic Units
- Discovery Education
- National Association for Gifted Children website resources
- Future Cities Competition
- HMH Curriculum

Students in our AIG program have access to technology (examples include: IPADs, Smartboards) to assist with their projects and research.

Our LEA provides character instruction for all students through the AiA curriculum. Our Student Services Coordinator meets with our AIG team to determine if additional supports are needed for our AIG students to support emotional and social wellbeing



**\* 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.

Student leadership opportunities such as safety patrol, student council, and student tutoring are some of the programs in place to support 21st century leaders. In addition to using technology within the classroom to support research and student collaboration, students have access to technology during their electives, where they work on coding, programming, and technological skills.

Students are often presented a problem or a goal to work on collaboratively while allowing individuals to make adjustments according to their interests and goals. Students work together to foster leadership skills while being creative in their problem-solving. PBLs are available to pique curiosity about content and enrichment opportunities.

**\* Practice E**

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

Our LEA implements formative and summative assessment practices. We utilize our benchmark online program assessments, Read to Achieve Data, EOG and teacher assessments. Student mastery and practice assignments and projects inform our teachers' instructional practices. Results of ongoing formative and summative assessments are utilized to create and adjust flexible small groups within the classroom. Data from ongoing assessments will also be utilized to determine when students require access to extension activities within each module in the grade-level curriculum.

**\* Practice F**

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

Yearly, the AIG team presents to the school information regarding the AIG program. The team discusses the identification, curriculum and progress monitoring of students. Co-teaching and collaboration are additional topics that are reviewed regarding the role of each member of the AIG team and the process for working with the general education teachers.

Topics of discussion may include but are not limited to: organizational practices for students, social-emotional guidance for asynchronous students, and risk-taking methods during enrichment opportunities.

Regular attendance at Professional Learning Community (PLC) meetings allows the AIG Coordinator/Teacher to advocate for enriching the curriculum tailored for gifted students. During these meetings, the AIG Coordinator/Teacher provides guidance on implementing differentiation strategies, ensuring that all teachers are equipped to meet the needs of advanced learners.

To ensure that differentiated curriculum and instruction are effectively implemented, the AIG Coordinator/Teacher will collaborate with teachers to monitor progress and adapt strategies as needed. Feedback from students and teachers will be gathered to assess the effectiveness of differentiation practices.

**\* Ideas for Strengthening the Standard**

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

**Planned Sources of Evidence**

* - Grade level team / AIG teacher mtg notes	
* - Student AIG Plans	
* - School-wide assessment data	
* - Student quarterly reports	

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

Standard 4: Personnel and Professional Development

**West Lake Preparatory Academy (55B) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

**Standard 4: Personnel and Professional Development**

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

**\* Practice A**

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

The AIG Coordinator's duties include but are not limited to:

- Overseeing the screening, referral, and identification process
- Maintaining documentation of student identification evidence and services provided
- Meeting with parents/guardians and other stakeholders to develop the AIG Plans for each identified student
- Providing leadership for the needs of AIG learners at all levels
- Monitoring and implementing the program services with the K-8 students at West Lake
- Participating in professional development opportunities, including regional, charter, NCDPI, and other statewide meetings to support the gifted program
- Developing, monitoring, and evaluating the local AIG plan and program
- Providing professional development and resources regarding gifted and advanced students to the instructional staff
- Developing partnerships with families to support our AIG program
- Developing partnerships with the community to support our AIG program
- Advocating for AIG scholars during PLC meetings to ensure the needs of gifted learners are being met consistently
- Attending school-wide leadership meetings to advocate for the needs of gifted learners
- Collaborating with the ML Coordinator and EC Lead to ensure equitable identification and service

**\* 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.

At West Lake Preparatory Academy, our AIG Coordinator also serves the role of AIG Teacher. The AIG Coordinator/Teacher's duties include but are not limited to:

- Assisting in the identification, assessment process, and placement of each scholar
- Coaching teachers in the best practices for AIG instruction
- Providing professional development addressing AIG practices
- Helping differentiates lessons and assignments
- Teaching students in small pull-out groups or pushing into classes
- Administrative responsibilities for the program

The roles and responsibilities of the AIG Coordinator/Teacher may indirectly or directly address the needs of advanced learners. Academic, intellectual, and social emotional supports provided by the AIG Coordinator/Teacher include:

- Compacting the curriculum, Subject Acceleration, and Grade Acceleration
- Working with PLCs to look at data when flexibly grouping students
- Directly providing services through a push-in or pull-out group focusing on reading and/or math
- Project/Problem-based learning
- Working with parents/guardians to gather information for AIG Plans
- Providing articles on our website about social and emotional needs of gifted learners
- Working collaboratively with school personnel 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.

Leadership

Our AIG Coordinator and administrators are provided with professional development opportunities based on the AIG curriculum, instructional strategies, and resources to build instructional capacity.

Classroom Teachers

During PLCs and regularly scheduled professional development sessions, teachers and administrators have opportunities to discuss and ameliorate the instructional practices and learning opportunities for our AIG students. The team will work together to identify best practices and resources for our students. Teachers will also receive professional development on the academic, creative, and social emotional characteristics of gifted learners.

Student Service Personnel

AIG Coordinator will work collaboratively with the ML Coordinator and EC Lead to ensure the unique needs multilingual learners and twice-exceptional students are being addressed. The AIG Coordinator will also collaborate with the Student Services Coordinator to ensure the social emotional needs of gifted learners are being addressed school-wide.

**\* 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.

AIG teachers and coordinators are provided training to teach the AIG students. They are provided ongoing professional development to ensure that AIG students receive targeted instruction that supports their academic growth in Language Arts and Math. It is highly encouraged that all AIG teachers have AIG certification or are in the process of receiving their AIG Teacher Certification.

**\* Practice E**

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

AIG Coordinator and Administration are invited to attend statewide and nationwide conferences catering to gifted education. These conferences allow for the building of networks and provide pipelines to professionals who are qualified to educate our gifted population.

In house conferences and curriculum nights provide a grass-roots style recruitment of local qualified talent.

The AIG Coordinator will provide teachers who are interested in the add-on licensure for gifted education the opportunity to take additional coursework using the AIG Booster Shots to help them prepare for the Praxis.

To retain AIG-licensed teachers, WLPA will consider developing a teacher commitment agreement for the teacher to remain with WLPA for an agreed upon period of time after earning an AIG add-on license funded by the school.

**\* Practice F**

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

In addition to the professional development opportunities listed in Practice 4C, additional professional development will be made available to staff to encourage continued education in identifying gifted traits in under-represented populations.

The AIG Coordinator, in collaboration with other school instructional leaders, will routinely analyze AIG sub-group data to determine disparities in representation, in order to inform the direction of professional development opportunities aligned with promoting equity and excellence.

**\* 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.

AIG coordinators and teachers align our professional learning with our school-wide goals and initiatives. Ongoing data chats, small group instruction, and standard tracking are the goals that are embedded in our AIG program. NC state AIG professional development and resources are utilized to support our program goals.

**\* Ideas for Strengthening the Standard**

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

**Planned Sources of Evidence**

* - AIG teacher licensure		
* - Notes or planning documents from professional development		
* - School Improvement Plan		

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

Standard 5: Partnerships

**West Lake Preparatory Academy (55B) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

**Standard 5: Partnerships**

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

**\* Practice A**

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

- academic and intellectual
- social and emotional.

West Lake Preparatory Academy's AIG Coordinator will solicit input regarding parental expectations of WLPAs AIG program in an effort to determine stakeholders' wishes and gather new ideas for implementation. During an annual parent informational meeting, staff will distribute surveys to gauge the successfulness of the academic program and to assess the effectiveness of guidance services for AIG our population.

AIG personnel will be available during open house/ Meet the Teacher to help foster a sense of community and accountability between the school and families.

Parents/guardians are encouraged to join the AIG Steering Committee.

Parents/guardians of eligible students are invited to participate in the development of an annual review/revision of their child's AIG Plan. Parents/guardians may request the AIG team meet to discuss the holistic needs of the individual gifted learner prior to the annual review.

**\* 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.

As a charter school, West Lake Preparatory Academy depends on a combination of outside vendors and parent and community volunteerism to meet the extra-curricular needs of AIG students. Parents provide transportation to academic and enrichment events, serve as chaperones, coaches, or facilitators for academic and sporting competitions. West Lake Preparatory Academy utilizes parents to mentor students, to share interests and expertise with students, and provide job shadowing experiences. Civic organizations such as Rotary Club may advise school clubs that comprise of many AIG students and supports them in community service. In addition, our AIG Coordinator and selected instructional staff will attend Gifted Conferences within the region for the purposes of collaboration and enhancing best practices.

WLPAs currently in consideration include:

- Teacher preparation programs at Moreland University
- Local High School guidance counselors to ensure accelerated coursework will be accepted upon transfer
- 3<sup>rd</sup> party tutoring organizations that provide differentiated learning opportunities

3<sup>rd</sup> party counseling providers that can address SEL needs of specific scholars

Online instructional platforms to provide accelerated coursework virtually for students when a qualified instructor isn't available or the cohort size would not warrant the creation of a full in-person offering

**\* 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.

West Lake Preparatory Academy's AIG Committee has initiated its work; however, AIG staff seek to add new stakeholders each year to broaden our agenda to gain greater community input. The Committee will recruit representation from minority and underserved populations, which are smaller segments of our AIG population. The framework for our AIG Steering Committee has been established comprising of the AIG Coordinator, administrator, parents/guardians, and regular classroom teachers. The committee meets at least quarterly to determine the needs of AIG students, direction of the AIG program, and to review the identification of students. The AIG coordinator will continue to work toward developing a survey for parents, students, and regular classroom teachers to determine the effectiveness of the AIG program. AIG Committee member input shared via survey and through meeting discussion will be factored in to future revision of this local AIG Plan.

**\* 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.

West Lake Preparatory Academy's state-approved and West Lake Preparatory Academy's Board-approved AIG plan will be posted on the school's website in our endeavor to provide information regarding all aspects of implementation. In collaboration with support staff and administration, our AIG staff strives to have more informative meetings with parents regarding expectations of each school stakeholder. These meetings are differentiated based on the grade span (3-5 and 6-8) to better address the age specific considerations such as transition from elementary to middle school. The AIG Committee will implement informational sessions - parents and students will be afforded a face-to- face approach to AIG orientation. In addition, the AIG Committee will develop a parent handbook for AIG students and families. Annual AIG information meetings will be held for families.

West Lake Preparatory Academy utilizes all avenues of communication at its disposal. For example, messages are sent out in the newsletters via an email which all stakeholders receive. AIG information is posted on the school's website and included in daily announcements as applicable.

PowerSchool, allows for another avenue of school-wide announcements, and can send messages targeted to AIG families. Additionally, WLPAA has a volunteer coordinator who routinely informs parents of special events and service projects in which the AIG population participates. Parent Teacher Cooperative provides an avenue for regular communication regarding activities that may involve AIG families. Our school partners with outside vendors to provide enrichment opportunities such as drama, dance, music, and art events. With the active sports and clubs at our school, students have numerous opportunities for engagement in social and academic endeavors.

West Lake Preparatory Academy utilizes translation service to ensure communications are available in the native language needed for the parents/guardians of their student population.

**\* Ideas for Strengthening the Standard**



- Take the lead in offering parent education nights that include information sessions on the needs and characteristics/profiles of gifted learners to the West Lake community as a whole.
- Leverage the relationship built up with higher education institutions over the years to encourage them to offer an AIG add-on licensure program.

**Planned Sources of Evidence**

* - Student AIG Plans		
* - Parent/family surveys		
* - School newsletters		
* - School website		

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

Standard 6: Program Accountability

**West Lake Preparatory Academy (55B) 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.

The AIG Coordinator for West Lake Preparatory Academy drafted and adjusted an AIG Plan for our school. She, along with our Administrators and MTSS Coordinator, will review/revise the plan annually and submit during the three-year renewal cycles. The team will gather feedback from all stakeholders through surveys and interviews to guide the process of plan revision and development. A self-assessment will be completed prior to each three-year renewal submission to further guide plan development.

The AIG plan will be reviewed a minimum of once every three years and submitted for board approval.

When evaluating the school's AIG program multiple sources of data will be reviewed. Some data points that will be considered include: growth rates for AIG, End-of Course performance, teacher evaluation statistics for Standard 4, and class grades for AIG students.

All of these data points reveal whether services result in effective services and whether delivery of instruction is aligned to effectively prepare students for positive results.

**\* 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.

In correlation with the District's continuous improvement efforts, the AIG coordinator will monitor compliance to ensure fidelity of implementation. The AIG coordinator will complete all Reports for NCDPI.

The district will develop a systematic plan for monitoring differentiated AIG services and for gathering data to share with teachers.

The AIG coordinator will survey the staff regarding AIG strategies and delivery of the AIG curriculum which goes beyond the general content curriculum to engage students in inquiry, problem-solving, and authentic projects which demonstrative engagement with learning.

The goal of monitoring implementation is to recruit representation from under-served populations, recruit more teachers with AIG certification, and align AIG implementation with systemic continuous improvement.

**\* 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 district will keep track of expenditures and ensure funds are used for AIG plan implementation and students. Funds will be utilized for AIG professional development, student programs, projects, supplies and materials that align with NCSCOS and AIG plan.

**\* 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.

Grade-level teams and school leadership regularly meet to review and analyze data from ongoing formative and summative assessments, as well as state and district benchmark assessment data. Data trackers are disaggregated to note subgroup data. Through this analysis, the AIG Coordinator is able to facilitate analysis of achievement and growth data for gifted students.

In this endeavor, teachers and leadership will adjust AIG students who are at risk academically, socially, or emotionally, adjust flexible grouping, provide appropriate differentiation for individual trends, and/or prioritize professional development topics and audience based on data trends.

**\* 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.

With assistance from administration, the AIG coordinator will monitor the school's changing demographics with concentration on inclusion of all sub-groups, their performance patterns, and their unique needs.

Reports can be created for specific sub-groups to monitor progress. The AIG Team will define the best way to capture performance of these groups through reporting codes.

As well, educating staff regarding students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional (as well as tools such as a nonverbal assessment) will ensure that these students are identified and effectively served.

We will solicit feedback through surveys and share their input with the AIG Committee to monitor program alignment.

**\* Practice F**

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

The school shall maintain licensure records and evidence of continuing education for all staff working with AIG students. These documents are available for review by relevant stakeholder groups, as appropriate.

Administrators seek out personnel who have AIG credentials in the hiring process. Additionally, the district encourages teachers to enroll in AIG certification programs and alerts staff of universities which offer online certification.

**\* 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 school shall send yearly surveys to AIG parents/guardians, AIG students, administrators and classroom teachers of AIG identified students. Anecdotal data will also be collected through Leadership, grade level PLC, and AIG Committee meetings. Those results will then be used to evaluate the effectiveness of the

AIG Plan implementation and to make improvements for our AIG services

**\* Practice H**

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

Annually, school leadership will conduct a stakeholder meeting at which a review of school performance data, including a breakdown of AIG performance is shared. Included in the performance data will be survey results and academic performance. In addition, the team will review how this data has informed the school's strategic plan and any resulting modifications to the AIG program that have been proposed to the board.

**\* 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.

See chart below:

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

Process	Procedure
Informed consent for identification	* Parents/Guardians will be notified of the Universal Screener through electronic means such as the school's website, an emailed letter from their teacher, and/or a letter sent home with their scholar informing parents/guardians of the screening. If the parent/guardian does not want their child to be tested, they must send the letter back signed, indicating they do not give permission for the child to be tested.
Informed consent for placement	* The AIG Coordinator will discuss consent for services at the results meeting when the AIG Plan is being developed. If parents/guardians decide to move forward with identification, an AIG Plan will be created. The AIG Coordinator will also discuss the AIG Plan and the services the student will be receiving annually at their meeting.
Transfer procedures	* When students come in from other districts in North Carolina with an identification, the AIG Coordinator/Gifted Specialist will begin services with the student using information from a program like Infinite Campus and their AIG PLAN. A meeting will then be held with the parents/guardians to determine what services the scholar will receive at WLPA after the AIG Coordinator/Gifted Specialist has sufficient data to provide a recommendation based on the student's performance. At that time, a new AIG PLAN will be created for WLPA. Identification will not be changed unless explicitly requested by the parents/guardians. WLPA will honor the interstate compact on educational opportunities for military children.
Reassessment procedures	* EOG test scores will be reviewed each year by the AIG Coordinator/Gifted Specialist. Students who meet the requirements will have the ability to be reassessed. The reassessment will take place no sooner than one year after their last assessment. Scholars who are requested and approved to be reassessed will be assessed a year after their last assessment.

<p><b>Procedures to resolve disagreement</b></p> <p>*</p>	<p>In the event of a disagreement of AIG identification and/or services between parents and the district, parents have access to a step-by-step Resolution of Disagreements procedure. When parents fail to agree with a decision of the Academically and/or Intellectually Gifted Committee regarding placement or services, the following procedures may be used for dispute resolution.</p> <p>These procedures are:</p> <p><b>Step 1</b> – Parent submits a written request for a conference with the AIG Committee. The AIG Committee will meet with the parent to discuss the data and District AIG Identification criteria. The AIG Coordinator or Administrator will communicate, in writing, final outcome of meeting with parents and team members. If no resolution occurs at the school level, the parent may proceed to step 2.</p> <p><b>Step 2</b> - Parent may appeal in writing to Regional AIG Coordinator. The Regional AIG Coordinator will conduct a meeting and respond in writing to the parent concerning the outcome of the review. The written response will also be shared with the building level AIG Committee and principal.</p> <p>At any point in the hierarchy of procedures, the school system can recommend mediation with an impartial facilitator. When disputes are not settled at the local school system level, parents may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes.</p>
<p><b>* Ideas for Strengthening the Standard</b></p>	<ul style="list-style-type: none"> <li>Consistently request feedback from stakeholders to help regularly inform and guide implementation of the LEA's AIG Plan.</li> <li>Monitory under-represented populations consistently to look for ways to better serve the LEA's demographics</li> <li>Identify and utilize additional identification tools that are sensitive to cultural bias.</li> </ul>
<p><b>Planned Sources of Evidence</b></p>	<ul style="list-style-type: none"> <li>* - Written AIG Plan</li> <li>* - Schoolwide testing data</li> <li>* - Student/family surveys</li> </ul>
<p><b>Type</b></p> <p>AIG Standard 6 Additional Resources</p>	
<p><b>Documents</b></p> <p><b>Document Template</b></p> <p><b>Document/Link</b></p> <p>N/A</p>	

**West Lake Preparatory Academy (55B) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

\* Approved by local Board of Education on:

05/14/2025 

AIG Related Documents

**West Lake Preparatory Academy (55B) 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

Glossary

West Lake Preparatory Academy (55B) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Phrase	Definition