

Overview: Mission/Vision Statement and Funding

Lake Lure Classical Academy (81B) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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

For 2022-2025, the Lake Lure Classical Academy local AIG plan is as follows:

* Mission and/or Vision Statement(s)

The administrators, teachers, and staff at Lake Lure Classical Academy (LLCA) believe that students should be provided the opportunity to excel in their academic growth, and be provided with rigorous, relevant, and comprehensive learning in a safe and challenging school environment. Therefore, LLCA will provide students a quality and

comprehensive AIG program to meet their needs academically, mentally, socially and emotionally.

We believe Gifted Learners ...

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

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

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

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

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

LLCA's Vision for our local AIG program: LLCA is a diverse K-12 school that focuses on community engagement, character development, ethical inquiry, and civic learning. Our inclusive classrooms

offer many opportunities for AIG students to work with students of like abilities as well as those with whom they differ. Our teachers use a variety of data sources to assess learners and scaffold instruction accordingly allowing each learner to reach their full potential. The vision of this AIG plan is to function within our existing education plan as we meet the needs of individual learners including those identified as AIG.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 1.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

Lake Lure Classical Academy (81B) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 1: Student Identification

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

*** Practice A**

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

LLCA will provide identification procedures in different formats, including digitaland written. Technology formats will be used where applicable for communicating referral processes and screening information. This includes Connect-ed calls, Facebook, email, and the school website. LLCA will integrate distribution of program and placement information throughout the year at school based events and in conjunction with school-wide information nights (curriculum nights, etc). LLCA will provide a FAQ's section on the school website concerning screening, nomination and identification information in English and Spanish, and in any other language associated with students attending the school. The school will continue updating our school website to include resources and opportunities for AIG students and families.

LLCA teachers will receive staff development on the Approved AIG Plan regarding its contents and their role in implementation with students. This will be articulated and disseminated to stakeholders through our LLCA web page and parent newsletters. In addition, parents will be invited to serve on

the AIG Committee and parent meetings will be held throughout the year to share and communicate the processes.

Screening Processes:

Beginning in Kindergarten classrooms, teachers are provided professional development in order to identify skills/ behaviors that could lead to gifted identification. Observations are conducted by the AIG coordinator/or designee using the behavior checklist developed from PETS (Primary Education Thinking Skills). Potential students for the talent pool are monitored, but not identified. AIG coordinator consults with teachers to develop potential in these students. Documentation is kept on file to share with first grade teachers the following year. Students in Kindergarten - 2nd grade: Students are taught using the Primary Thinking Skills series. Potential students

for the screening pool are identified. However, teachers may use behavior checklists, STAR results, classroom observations, informal testing, and parent referrals to place (but not formally identify) students for Talent Development. If students are demonstrating skills more than 2 years above their peers in thinking/reasoning, reading and/or math skills, differentiated services in the classroom and pull-out and/or consultative services are provided by the AIG teacher. Formal identification does not occur at this point.

Students in Grade 3 who score a high level 5 (+95%) on the BOG (Beginning of Grade) test and demonstrate gifted behaviors/potential using the selected gifted behavior checklist, and have teacher recommendations are placed in the Talent Development category for Reading (potential for identification as AR - Academically Gifted in Reading). These students are served in the classroom with differentiation and by pull-out and/or consultative program delivered by the AIG teacher.

At the beginning of each school year, the AIG coordinator/teacher and AIG Advisory Team will share the screening and referral process with the school staff and discuss the definition of giftedness, the characteristics of gifted students and the performance indicators available for teachers to use in recommending students for referral. Then the Team requests that teachers submit recommendations for students to be screened. The AIG coordinator/teacher creates a list of students who may be in need of differentiated services beyond those provided in the regular classroom. If there are students recommended for screening who do not meet referral criteria, the AIG Advisory Team still includes the student on the list and reviews student data. This process ensures that a broad-based pool of students is screened for referral. The screening process is ongoing and addressed several times throughout the year, to include students who have moved into the school since the beginning of the year.

Students in K - 3 who transfer into our county with private or school testing data in place, demonstrating gifted potential (academically or intellectually) are monitored for a short period (up to 6

weeks) by the classroom teacher. Behavior information and academic data are collected. In consultation with the parents/guardians, teachers and AIG teacher/school committee, a plan is developed for this student (consultative support or pull-out services) including differentiation in the classroom. Students with testing completed by a private entity are considered for services and are placed officially in 3rd grade if criteria is met.

In the fall of 3rd grade, all LLCAs students are given the Cognitive Abilities Test (CogAT) and results from this test are used to further screen students. The AIG team reviews test data with all 3rd grade teachers and school administrators to ensure they understand test results. Information is sent home to parents about their child's testing and the AIG team meets with parents as requested to further explain results.

At the beginning of 3rd grade, results of the Reading BOYs open more opportunities for services. Students who score 93% of above are considered for services. Academic work and gifted behaviors are evaluated. Students are served with differentiated classroom instruction, consultative and/or pull out services by the AIG teacher (currently using EOGs, other research-based indicators of achievement measurement may be used beginning in Grade 3).

Formal identification begins in 3rd grade after one cycle of testing (Grade 3 EOGs or other indicators of achievement) and CogAt administration in grade 3. Students can be considered for formal placement at the end of each testing cycle at the beginning of Grade

3.

Pathway for AR (Academically Gifted in Reading)
EOG required: Level 5

93% + on EOG in Reading or other indicator of achievement

Gifted Behaviors Checklist

Final grade average ELA 90% + Teacher recommendation

Completed Interest Survey(baseline writing sample, learning preferences and motivation assessment)

The AIG specialists in grades 9 through 12 perform an extensive search of the general population at the beginning of each school year. Students who score at or above the 93rd percentile on the 8th grade EOG tests, EOC tests, PSAT, SAT or ACT tests are considered for placement. Students who score a 3 on Advanced Placement tests and students who rank in the top 10% of their class are considered for placement. Disaggregated data is examined for students who may show potential for performing at exceptionally high levels of accomplishment in relation to their own demographic group.

Lake Lure Classical Academy high school students have access to classes at Isothermal Community College for dual enrollment. Newly identified middle and high school students follow the same criteria for identification as elementary students. As in, identification in Reading (AG), Ability only as in 96% on NonVerbal portion of the CogAt or other assessment (IG), 93% and above in Reading and AI (aptitude and achievement 120+ and 93%+). All teachers, administrators, support personnel and parents are given access to screening and qualifying information through the Lake Lure Classical Academy website. The AIG teacher or designee shares the information with staff at meetings at least once a year. AIG Information boards are located at school. Brochures are printed in English and Spanish and are placed strategically in the school setting. AIG Teacher will speak individually or in small groups with any Lake Lure Classical Academy staff, parents and/or community groups to clarify the process leading to identification.

*** Practice B**

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

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

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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	<p>* Students are not formally identified at this grade level. Considerations for Talent Pool monitoring are as follows: Two grade levels above peers in reading using STAR data PETS Behaviors Checklist Classroom Observations Informal Parent/Teacher/Support Staff Referrals MTSS Data Work Samples</p>			<p>* Students are not formally identified at this grade level. Considerations for Talent Pool monitoring are as follows: Two grade levels above peers in reading using STAR data PETS Behaviors Checklist Classroom Observations Informal Testing Parent/Teacher/Support Staff Referrals MTSS Data Work Samples</p>	

3-5	<p>* Students are not formally identified at this grade level. Considerations for Talent Pool monitoring are as follows: Two grade levels above peers using STAR data and state math assessments PETS Behaviors Checklist Classroom Observations Informal Testing Parent/Teacher/Support Staff Referrals MTSS Data Work Samples</p>	<p>* Students are not formally identified at this grade level. Considerations for Talent Pool monitoring are as follows: Two grade levels above peers using STAR reading and math data and state math assessments PETS Behaviors Checklist Classroom Observations Informal Testing Parent/Teacher/Support Staff Referrals MTSS Data Work Samples</p>	<p>* Students are not formally identified at this grade level. Considerations for Talent Pool monitoring are as follows: Two grade levels above peers using STAR reading and math data and state math assessments PETS Behaviors Checklist Classroom Observations Informal Testing Parent/Teacher/Support Staff Referrals MTSS Data Work Samples</p>	<p>* Students are not formally identified at this grade level. Considerations for Talent Pool monitoring are as follows: Two grade levels above peers in reading and math using STAR data and state math assessments PETS Behaviors Checklist Classroom Observations Informal Testing Parent/Teacher/Support Staff Referrals MTSS Data Work Samples</p>
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	<p>* Starting Grade 3 93% + on EOG in Reading or another indicator of achievement Gifted Behaviors Checklist Final grade average ELA 90% + Teacher recommendation Completed Interest Survey (baseline writing sample, learning preferences, and motivation assessment) Must meet 4 out of 5 criteria</p>	<p>* Starting Grade 3 93%+ on EOG in Math or other indicator of achievement including the released EOG for the grade above Gifted Behaviors Checklist Final grade average Math 90% + Teacher recommendation Completed Interest Survey (baseline writing sample, learning preferences, and motivation assessment) Must meet 4 out of 5 criteria</p>	<p>* Starting Grade 3 93% and above on the Reading and Math EOGs or other indicators of achievement including the next grade level released EOG Gifted Behaviors Checklist Final grade average Math 90% + Teacher recommendation Completed Interest Survey (baseline writing sample, learning preferences, and motivation assessment) Must meet 4 out of 5 criteria</p>	<p>* Starting Grade 3 IG ~ 95% or higher NonVerbal on CogAT CogAT score <120 on SAS/Verbal/NonVerbal IG ~ Reading and/or Math: 120+ SAS Verbal/Reading 120+ SAS Quantitative or NonVerbal/Math Gifted Behaviors Checklist Final grade average in subject(s) 90%+ Teacher recommendation Completed Interest Survey (baseline writing sample, learning preferences and motivation assessment) Must meet 4 out of 5 criteria</p>	<p>* Starting Grade 3 93% + range on Reading and Math EOGs or other indicators of achievement including the next grade level released EOG 120+ on the Verbal and Quantitative subtests of the CogAT Gifted Behaviors Checklist Final grade average in subject(s) 90% + Teacher recommendation Completed Interest Survey (baseline writing sample, learning preferences and motivation assessment) Must meet 4 out of 5 criteria</p>
6-8					

<p>* 93% + on EOG, EOC, or other indicator of achievement in Reading Final grade average ELA 90% + and/or work samples demonstrating mastery Completed Interest Survey (measured using interviews, observations and responses to inventory) Gifted Behaviors Checklist Leadership Ability (based on performance on school teams/clubs, community engagement) Teacher/Principal Support Personnel Must meet Aptitude OR Achievement plus 4 out of 5 criteria</p>	<p>* 93%+ on EOG, EOC, or other indicator of achievement in Math Final grade average Math 90% + and/or work samples demonstrating mastery Completed Interest Survey (measured using interviews, observations and responses to inventory) Gifted Behaviors Checklist Leadership Ability (based on performance on school teams/clubs, community engagement) Teacher/Principal Support Personnel Must meet Aptitude OR Achievement plus 4 out of 5 criteria</p>	<p>* 93%+ on EOG, EOC, or other indicator of achievement in Reading & Math Final grade average Reading & Math 90% + and/or work samples demonstrating mastery Completed Interest Survey (measured using interviews, observations and responses to inventory) Gifted Behaviors Checklist Leadership Ability (based on performance on school teams/clubs, community engagement) Teacher/Principal Support Personnel Gifted Behaviors Checklist Must meet Aptitude OR Achievement plus 4 out of 5 criteria</p>	<p>* 97%+ NonVerbal on CogAT or other assessment -IG ~ Reading and/or Math: 120+ SAS Verbal/Reading 120+ SAS Quantitative or NonVerbal/Math- Completed Interest Survey (measured using interviews, observations and responses to inventory) Leadership Ability (based on performance on school teams/clubs, community engagement) Teacher/Principal/Support Personnel Gifted Behaviors Checklist Must meet Aptitude OR Achievement plus 4 out of 5 criteria</p>	<p>* 93% + range on Reading and Math EOGs (or other indicators of achievement) -120+ on the Verbal and Quantitative subtests of the CogAt Completed Interest Survey (measured using interviews, observations and responses to inventory) Gifted Behaviors Checklist Leadership Ability (based on performance on school teams/clubs, community engagement) Teacher/Principal/Support Personnel/ Must meet Aptitude OR Achievement plus 4 out of 5 criteria</p>
<p>9-12</p>	<p>* 93% + on EOG in Math or other indicator of</p>	<p>* 93%+ on EOG, EOC, or other indicator of</p>	<p>* 93% + range on Reading and Math EOGs (or</p>	<p>* 93% + range on Reading and Math EOGs (or</p>

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

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

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

The AIG teacher/coordinator communicates with the exceptional children's (EC) teachers, Speech/Language pathologist and remediation teachers, counselors, and other support personnel in order to share gifted behavior checklists and identification criteria. Factors to be considered include rapid language acquisition and asynchronous development. Support personnel are informed that gifted identification should not be limited by attention disorders, asynchronous development, speed of language acquisition, attention issues, Asperger's syndrome, and the social/emotional needs of the highly gifted. (Noted: rapid language acquisition could indicate giftedness) Alternative forms of aptitude/achievement assessments can be administered individually, if deemed necessary by the administration.

Students who show interest and motivation or specific achievements in related fields: art, music, theater are considered a factor in identification. AIG Team monitors and analyzes the sub-group data to understand our demographics. If data analysis indicates underrepresentation is present, efforts to determine what remedies can develop or enhance screening pool inclusion, referral and formal identification are implemented.

*** Practice D**

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

AIG Coordinator meets with faculties at the elementary, middle and high school level as a large group and grade level meetings at least once a year. Coordinator is available to meet with individuals, including parents, PTO members, community organization, and updates the LLCA AIG website page. AIG Coordinator conducts parent meetings annually for new placements. AIG Coordinator and/or AIG Teachers at middle and high school levels maintain folders of identified students and monitor progress of students on the watch list for potential qualification.

Evaluations for placement occur annually using these guidelines:

Aptitude 120+

Achievement 93% +

Classroom performance/Motivation

Recommendations from teachers/parents

Classroom observations/Interest surveys

AIG Coordinator monitors processes for the elementary, middle and high school to assure that each aligns with standards for placement and procedures. AIG Coordinator and/or Lead Teachers investigate testing data ongoing throughout the year for additions to screening pool or placement (includes new students who transfer to LLCA, consultation with ELL and EC teachers, classroom teachers, counselors, and school-based social workers). Lists for evaluation/consideration are created through this work.

*** Practice E**

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

In order to inform all stakeholders, LLCA will post the AIG Plan on the school website. In addition to the AIG Plan, specific guidelines for the screening, referral, and identification processes will be posted on the school website. Resources for AIG students and families

will be available on the school website as well. The Differentiated Education Plan (DEP) and the Individual Differentiated Education Plan (IDEP) are referred to as Personalized Education Plans (PEP) at LLCA. The PEP documents a student's AIG placement and services. The documents support consistency throughout the school. They are reviewed annually by teachers and parents in parent-teacher conferences.

LLCA will use common materials for Parent Information Nights to ensure messaging is consistent for the public. Translated materials will be available as needed for parents of EL students to aid in the screening, referral and identification processes, The school website will include parent resources for AIG students.

All staff and teachers will receive training on the AIG program at LLCA, and this will include training on the screening, referral, and identification processes.

Annual professional development will: *ensure that teachers and administrators understand where all AIG resources are located at the school.

*include MTSS training to assist teachers in better understanding how to differentiate for each learners' individual needs.

*** Practice F**

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

The AIG program at LLCA communicates with parents/guardians and involves them in decisions made concerning their child. There are systems in place where parents/guardians sign for permission to test. LLCA has established and will continue to maintain documentation of a student's identification process through the use of the Personalized Education Plan. Forms clearly show procedures and methods for placement.

Teachers and the AIG Coordinator will ensure that all documents and all identification decision points within the student AIG file/PEP folder are kept current and available for parents review as needed. The school will utilize features in PowerSchool to document AIG identification for students.

LLCA will also provide families/parents with copies of AIG identification decisions, including test results and PEPs and annual reviews as applicable. This will include signatures of all associated parties. The AIG Coordinator will collaborate with the school translator to provide translated communication as needed. Changes/additions to placement require an additional meeting.

No child is dismissed arbitrarily from the AIG program. Multiple attempts are made to meet the needs of the student prior to making this decision. Steps in the intervention process are maintained in the AIG file.

Throughout the school year AIG students receive progress reports/midterm reviews and parent conferences are scheduled to address specific concerns. Parents receive a letter and yearly performance review from the AIG specialist at the end of the school year concerning the status of their student's AIG services.

*** Ideas for Strengthening the Standard**

- Administration and the AIG Advisory Team will formally or informally make note of possible students who have been missed in the Talent Pool collection or have demonstrated potential and communicate with the AIG coordinator.
- Continue to update school and website with up to date information for AIG families and potential students
- Continue to change the lens of what gifted 'looks' like including recognizing 2e (Twice Exceptional) and ML (Multilanguage Learners)students
- Individualized/Personalized Education Plans for each student will include evidence that demonstrates student learning, abilities and potential, and these Plans will be used by teachers to develop a comprehensive student profile. These plans will be monitored by administration and the AIG Advisory Team as needed in an ongoing process.

Planned Sources of Evidence

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

Documents	
Type	Document/Link
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 gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

Lake Lure Classical Academy offers a variety of embedded and standalone programming for AIG students, as well as appropriate resources, opportunities, and support. For students beginning as early as Kindergarten - eighth the AIG Coordinator and AIG team is made aware of students who might require services through differentiation, AIG teacher consultation with student's teacher, pull-out or advanced academia. Students in 9th-12th grade regardless of identification may register for advanced courses and performance determines continuation.

The process for addition to the talent pool starting in kindergarten or placement starting in third grade, begins if the team deems necessary and criteria is met.

K-2 Students are not identified at this level. Teachers have the PETS program for instruction and the checklist is used for the talent pool recommendations.

Programming is offered for these potential and/or gifted students matching their particular needs/subject area including the areas of reading, theater, math, music, and art. These services may include pull-out, consultative, grade/subject advancement and/or differentiated instruction (enrichment, extension, acceleration) in the classroom.

Teachers are provided vertical alignment information and strategies for assessing and advancing students along this continuum. Teachers are provided with credible and research-based sites and resources. Teachers use formative and summative data to compact curriculum, create flexible groupings, address deficits and extend the standards to the next level.

Services for K - 2: Although formal identification does not take place at this level, programming is offered to students who are performing significantly above their peers in reading, math, creativity and/or thinking. These services include but are not limited to: Independent study projects, mentors to match interests, PETS program, Challenge Math, Literary instruction, Beginning word roots (Greek and Latin stems), Small group training (cooperative learning), Social/emotional support, Interest development, Advancement/enrichment through differentiation in the classroom.

Consultative assistance and/or pull out time with the AIG teacher (At this level, services based on the child's strengths in reading and/or math. Also, consideration for services includes students who show creativity in the arts, technology expertise, advanced science and language skills and social/emotional needs and/or special interests.

Services for Grades 3 - 5 Formal identification occurs in 3rd grade. Services include grade or subject advancement/enrichment through differentiation in the classroom, consultative assistance and/or pullout time with the AIG teacher:

- AM/IG in math/nonverbal, AG/AI with math placement include, but are not limited to these programs: Challenge Math, Future Problem Solving, and advanced work with algebraic thinking, arts integration, school based math competitions, STEM curriculum, PBLs, subject integration, research (directed or special interest), exposure to the ideas of past influential mathematicians/scientists, AR/IG in reading/verbal/AI/AG with reading placement include, but are not limited to these programs: advanced literary works/authors based on performance level, outdoor learning program, exposure to great American writers and poets who are studied in middle and high school (age appropriate), technical and creative writing experiences, literature circles, Battle of the Books, and practice in public speaking (memorization or created work),

Services for Grades 6 – 8 At the end of each testing cycle, scores/records are reviewed for placement; new students to Lake Lure Classical Academy are reviewed and parents are notified if criteria met for qualification:

AIG (after a 4 - 8 weeks observation/data collection time period)

AIG ELA students (AR, AI, AG, IG - if strengths are identified in reading) are placed in ALA (Advanced Language Arts) as a homogeneous group for all grade levels; reading placement includes, but is not limited to, these programs: Socratic Inquiry, advanced literary/works (American and global cultures), research, advanced writing instruction (college ready), Greek/Latin word stems, Battle of the Books, arts integration, interdisciplinary self-selected study units, Project Based Learning units, literature circles, and writing contests.



AIG Math Students (AM, AI, AG, IG - nonverbal) are placed in a homogeneous group for all grade levels; math placement includes, but is not limited to: Math 1 (grade 8), Challenge Math, arts integration. *8th grade students can take Math 1 for high school credit

Provided for students in grades 9-12 In high school, students can enroll in honors and advanced placement. Additionally, students identified as AG or IG may be offered accelerated course placements and dual enrollment at ICC. Counselors and Social Worker available for emotional/social support and therapy.

Provided for students at all grade levels, as needed:

Ability or achievement grouping/flexible instructional groups, Abstract Content/Complex Tasks, Critical and Group Skills training, Problem Based Learning, Open-ended assignments, Organizational management, Subject Integration, Cooperative learning groups, Higher Order Thinking Skills, Independent Study Projects

For additional intellectual stimulation, K-12 students are encouraged to participate in a variety of enrichment programs such as STEM and STEAM clubs, summer camps, numerous school clubs and competitions. These programs happen both within the school day and after regular school hours. Social and emotional support is provided through school counselors, AIG specialists, classroom teachers and community resources on a continual basis.

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

*** Practice B**
Delivers an AIG program with comprehensive services that address the social and emotional needs of gifted learners,

across all grade levels and learning environments through collaboration with a variety of personnel based on student needs.

LLCA is a K-12 school, and offers an array of K-12 programs (academic and extracurricular) to meet the needs of gifted learners. Transitioning from grade to grade in elementary, from elementary to middle, and from middle to high school, information about the students is shared with the counselors, classroom and subject area teachers to ensure they are aware of identifying areas and special needs of LLCA students. Regular consultations with school counselors to address the social/emotional needs of students with indicators or concerns.

The implementation of MTSS throughout the elementary and middle school levels has also brought renewed differentiation training to classroom teachers to support core instruction. This is affording teachers the ability to work every day on meeting students where they are to take them to the next level. As the district moves forward with MTSS implementation and training, specialists will continue to work with classroom teachers to ensure the learning needs of the gifted are being met.

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*** Practice C**

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

LLCA is a K- 12 school and transitioning from grade to grade in elementary, from elementary to middle, and from middle to high school, information about the students is shared with the counselors, classroom and subject area teachers to ensure they are aware of identifying areas and special needs (social/emotional, organizational, twice-exceptional etc.). Teachers use interest surveys, writing samples, interviews (when appropriate), to determine interests, learning styles and preferences of students. Multiple criteria is employed for AIG student identification, AIG coordinator or trained designee models PETs lessons for grades K - 2 in the elementary schools, AIG coordinator meets with teachers to assist in reflection on differentiation and meeting the social/emotional and academic needs of the gifted

population; including: Are my gifted students able to accelerate? Do I know how my students were identified and/or in what area? Do my gifted students have regular opportunities to expand upon interest areas and strengths? Are my students encouraged to extend learning beyond the basic level of understanding? Am I truly giving different work and not just more work? Do students have opportunities and support in learning to fail? Can the students identify resources for assistance when needed?

The school administrators, guidance counselors and/or data manager and teacher teams will collaborate together to cluster highly gifted students in core classrooms. Grade level teams and administrators will review results from the nationally normed aptitude test and student profiles, formative assessments and pre-test data (other assessments as applicable) to support flexible cluster groups for instruction.

Teachers will utilize common planning, and the Multi-Tiered System of Support (MTSS) to use data that informs instructional practices to best serve all students. This will include anecdotal data from classroom observations, common formative assessments, benchmarks, NC Check-Ins and assessment data from resource interventions such as Star Reading and Star Math. All of this data will be utilized to plan for flexible reading groups that ensure the Balanced Literacy Framework is meeting the needs of all students. The daily instructional schedule will be differentiated to allow time in the daily schedule to provide for flexible grouping across grade levels or content levels.

*** 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 are trained and practice using formative and summative data to compact curriculum, create flexible grouping and address deficits. Teachers are provided with vertical alignment standards for advancement in the curriculum. Analysis of AIG student achievement and growth data informs grouping practices and classroom placement. Best practices are used to meet the needs of all students. AIG programming links with existing strategies intending to extend the learning opportunities for all students. Some programming typically seen as only for "gifted" students (for example Battle of the Books) are offered to all interested students and serve to extend their learning regardless of identification or potential. Strong and productive partnerships are sustained with students, parents, teachers, and administrators in assuming responsibility and accountability for successful performance and academic excellence.

*** Practice E**

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

Stakeholders are provided access to a printed copy of the AIG plan and informed of the digital location of the plan if requested to help with frequently asked questions and contact information. The AIG plan will be provided to classroom teachers/school staff to highlight goals and responsibilities aligned with school improvement goals and the Board of Directors Strategic Plan. The school facilitates parent events to explain gifted services, procedures, etc. Intentional efforts are made to communicate in students' dominant languages. AIG brochures for teachers and parents/guardians available at the school. During the first quarter of each school year, LLCA will provide professional development for teachers and staff focused on the delivery of differentiated services and instruction.

*** Practice F**

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

LLCA will continue to utilize existing collaborative team structures (MTSS) to share tools and resources that support the social/emotional development of students at the beginning of each academic year. On site team meetings to discuss updates on students and services twice a year (AIG coordinator). Documentation transitions with students from year to year and includes academic information on cognitive abilities, EOG/EOC course date, classroom grades, assessments and any relevant information (social/emotional, twice exceptional, etc.) to ensure continuity of services.

LLCA will establish and maintain an interdisciplinary team including teachers, counselors, gifted ed, EL, EC, administrators, parent representative and student rep as appropriate to focus on and plan for social and emotional needs of gifted learners. The school will compile resources across academic disciplines to support social emotional health.

The school's guidance counselors will meet regularly with AIG students to foster relationships and to support their social and emotional needs. The school's guidance counselor will also provide classroom instruction on social-

emotional health for all students. With the collaboration of counselors and regular education teachers and the gifted specialist, specific counselor programs will be put into place for these students which will reflect what is happening in their world in real time. Use resources from Blue Ridge Health to fill the gap for the most serious needs.

*** Practice G**

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

Lake Lure Classical Academy follows state guidelines for advancement to kindergarten. In elementary schools, students are allowed opportunities to attend the next grade level for instruction in math and reading based on classroom assessments, released EOGs and evaluation by the AIG teacher. If this option is not feasible, flexible grouping/subject acceleration/compacting and/or use of vertical alignment standards are implemented. Any student may be provided subject acceleration at the decision of the AIG team. AIG students in middle school participate in novel studies and students in high school work with high school counselor and community college liaison to align opportunities that include coursework through Isothermal Community College (provided through Career and College Promise). High School students may also elect to take courses through the NCVPS for acceleration. All students are provided Personalized Education Plans and may attend advanced/AP/Honors classes.

*** Practice H**

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

AIG coordinator/teacher communicates service options to ELL, EC teachers, Title 1 and other teachers who have specialized student focus and partner with these teachers for effective programming and to coordinate efforts. LLCA will actively seek to include under-represented AIG students through promoting such programs as the Duke TIP and other state and national talent development programs. Beginning in 4th grade LLCA's guidance counselor provides information to families for those identified as candidates for the Duke TIP program opportunities. TIP's 4th-6th grade Talent Search allows students to access a blend of free resources, as well as paid opportunities that families may

select for their child. For families that may be economically disadvantaged they may receive financial support by proof of income.

Talent development begins in K - 2 using Primary Thinking Skills. Additional talent development screening pool placement continues in grade 3 and beyond; annually test data is reviewed, classroom observations and teacher interviews are conducted. Inquiries from parents are immediately addressed. Lake Lure Classical Academy focuses on providing appropriate and challenging services/programs to advance all students regardless of ethnicity, economic levels, ELL placement, highly gifted identification and special needs.

At the elementary level nurtured students may participate in year-long or unit-long enrichment groups based on interest or strength area. Students may be enrolled in advanced courses at the middle school level based on grade performance, achievement in language arts and math and/or aptitude. Honors and AP classes at the middle and high school level consist of both identified and nurtured students. Students are encouraged and selected to participate in academic enrichment opportunities through the school or community, such as Novel Inventions, National History Day, Battle of the Books, Spelling Bee, Mock Trial, Bridge Club, Chess Club, Robotics, Science Olympiad, etc

*** Practice I**

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

LLCA offers many extra-curricular activities such as academic clubs, performing arts, sports, and honor societies. All students can choose to be and are encouraged to participate in multiple clubs and activities. Field trips are regularly utilized in all grade levels to enhance learning. We have partnered with Chimney Rock State Park to provide unique learning opportunities for students. Extra-curricular activities such as Muddy Sneakers, Rube Goldberg, STEM, and environmental clubs are also provided for students to enhance their learning and to engage their interests.

*** Ideas for Strengthening the Standard**

- LLCA believes that every child, regardless of their needs, must have a personalized learning experience, thus the creation of the PEP for students regardless of their identification.

- Lesson plans, whether in the regular education classroom or any other classroom must be differentiated to meet the needs of all learners.
- As a school we must continue to add additional opportunities for career and technical development. We are planning on increasing the number of courses we presently offer in coding and digital learning

Planned Sources of Evidence

- * Course offerings for students from dual enrollment and NCVPS
- * Transition meetings agendas for Prek-K, K-5, 6-7, 8-9, 12-and beyond.
- * Accelerated course opportunities discussed with students and families.
- * Checklist for PEPs and/or copies of PEPs.

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

Standard 3: Differentiated Curriculum and Instruction

Lake Lure Classical Academy (81B) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

All teachers teach the NCSCOS for each grade and subject. Administrators monitor the effectiveness of instruction. Teachers will be provided training annually on ways to differentiate instruction for advanced learners, as well as ways to increase opportunities for all students. Teachers are provided resources to advance the SCOS by enhancing grade level standards and extension to the next grade level standards (use vertical alignment). Teachers have access to credible and research-based sites and resources. Teachers use formative and summative data to compact curriculum, create flexible groupings and address deficits. Access to professional development opportunities (local, statewide, NCCAT - NC Center for the Advanced of Teaching), WRESA (Western Region Education Service Alliance) and/or online courses.

All students are provided Personalized Education Plans that address their specific needs, and these are aligned to the NCSCOS for curriculum instruction.

Elementary: During the daily WIN (what I need) block students in K-5 have the opportunity to accelerate their learning through cross grade-level grouping. The AIG teacher provides pull-out/push-in Language Arts and math services to

AIG identified and nurtured students from 30-60+ minutes each week. The AIG teacher is also expected to work with classroom teachers to support them as they differentiate for students on a daily basis.

Middle: Students are provided enrichment courses as well as flexible grouping time with other peers. There are honors Language Arts and math classes for students that meet every day. AIG students receive academic differentiation every day.

High: Students may attend Isothermal Community College for advanced coursework and take honor classes.

*** Practice B**

Employs diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles to address a range of learning needs at all grade levels.

All teachers have and will receive ongoing professional development that focuses on instructing students at all ability levels. The school's curriculum director and administrators will monitor the outcomes of professional development employed in the classroom that meets the needs of all student groups.

Teachers use surveys to determine interests and learning styles/preferences of students.

Teachers review PEP files to be aware of identification areas and needs of their students.

Use multiple criteria for AIG identification, including measures that reveal aptitude, achievement or potential to achieve in order to develop a comprehensive profile for each student. Teachers match strategies to the learning needs of the students. AIG teachers/coordinator/teachers with area specific strengths model lessons/provide assistance to implement instructional practices.

Teachers are encouraged to reflect on their differentiation efforts and seek guidance if needed. Teachers offer regular opportunities to expand the interests and strengths of students. Teachers offer acceleration after assessments. Teachers offer opportunities for extensions of understanding, research and various products for evaluations/assessments. Teachers use summative and formative data to compact the curriculum. Teachers engage students in conversations/discussions to become more familiar with their development/critical thinking/interests/levels of understanding.

Teachers are provided professional development in differentiation with choice as to what they need and are interested in learning more about for their students. PLCs are prolific in all grade spans with teachers meeting on a regular basis to plan and deliver differentiated instruction.

*** Practice C**

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

he curriculum that is used at LLC A is aligned with the NCSCOS. Eureka Math and Renaissance Learning are both research and evidence-based curriculum curricula that are used by teachers. In grades K-8 Balanced Literacy Framework approach is followed that provides students opportunities for flexible cluster grouping. The school library is also equipped with resources to meet the needs of advanced learners. LLC A also has access to MyOn and other online resources to enhance student learning. It is the intention of LLC A to continue to seek opportunities which will allow gifted students to work with other AIG learners outside of the school.

LLCA incorporates the use of technology to give all students multiple opportunities to think critically, collaborate, communicate, and create products using media, information, and technology skills. LLC A is building the technology program at the school via use of the chrome books for all grade levels.

*** Practice D**

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

Through various learning and enrichment opportunities, LLC A will foster the development of future-ready skills for AIG students. These learning and enrichment activities will include flexible cluster grouping of students for project-based activities, extended field trips to support classroom learning, both small and large group presentations, research projects based on interest and the student's PEP, research writing and independent study sessions, and other opportunities identified in the PEP. LLC A will provide AIG students with opportunities to develop advanced

communication skills in order to enhance their abilities to communicate and work with others and to share their learning effectively.

Experiences to develop future-ready skills may include: Project-Based Learning, Problem-Based Learning, Design Thinking, Shared Inquiry, Socratic Seminar, Genius Hour, Global Math Task, Global Read Aloud, Creative and Critical Thinking Web-hosted collaboration and communication forum (Google Suite applications, Web 2.0 tools, etc.)

Additional opportunities with like-minded peers may include: Science Olympiad, History Bowl, Battle of the Books, Honor Societies, Student Government, Community service projects, STEM labs, coding clubs, and Summer Enrichment Camp.

*** Practice E**

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

LLCA incorporates the regular use of on-going assessments to plan and differentiate curriculum and instruction for the AIG learners as well as all learners. The assessments that will provide on-going information and data include: Star 360 Reading and Math; NC EOG and EOC Tests; NCFE; NC Check-Ins; EVAAS; BOG (3rd Grade) Student work samples.

Teachers in grades K-8 use the Renaissance suite which includes Star Reading and Star Math to progress monitor students. The data analyzed from this platform provides immediate and in depth information for improving instruction and informing the movement of student groups.

*** Practice F**

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

LLCA has always focused on the social and emotional needs of the students. The school environment is a positive and safe place in which students can learn. LLCA provides services directly from two full-time guidance counselors and one mental health specialist during school hours. The K-6 guidance counselor provides push-in services to all

classes on a weekly basis. The 7-12 guidance counselor also provides push-in services to teach students about social-emotional development, character development, and service learning.

The school provides information concerning the social and emotional needs of gifted learners and creates professional development for teachers. K-8 students will engage in activities connecting gratitude and kindness to resilience. This Random Acts of Kindness program implemented will empower students by giving them skills or knowledge, give them the opportunity to act, offer them an opportunity to reflect on their learning/actions, and provide time to share their thoughts.

The school's guidance counselors also provide training to teachers on social-emotional aspects of all students. The full-time school nurse also provides training to teachers and staff on issues relating to the health of students.

The school offers a variety of enrichment activities including yoga, arts education, outdoor clubs, and theater to provide students with additional ways to increase socialization with their peer group as well as with other students outside of their peer group. LLCA pairs students who require personal attention with mentors, Blue Ridge Health resources, teachers, counselors, and/or community resources.

*** Practice G**

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

Lake Lure Classical Academy addresses the academic, cognitive, social/emotional needs of young students with outstanding potential in a variety of ways. Resources such as Primary Education Thinking Skills (PETS) and Thinking Skills & Key Concepts by Parks and Black assist teachers in recognizing above average performance. Classroom teachers, AIG personnel, and other instructional staff collaborate and develop differentiated curriculum and instruction to cultivate potential in K-2 learners. Curriculum and instructional services options are developed as needed. Administrators allow for flexible groupings and grade level advancement. Teachers are supported with professional development, lessons and ideas to promote affective and cognitive growth, foster creativity and critical thinking skills, identify and enhance strengths and support deficits, find ways to uncover and develop areas that could lead to formal identification. AIG Specialists are available for conferences with parents of K-2 advanced learning students as needed.

*** Practice H**

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

Collaboration among AIG personnel, classroom teachers, counselors, administrators, and other relevant staff related to the success of our gifted and advanced learners is essential as we implement a differentiated curriculum. AIG coordinator / teachers possess specialized knowledge about instructional strategies and curriculum modifications appropriate for gifted students. Therefore, AIG coordinator / teachers must facilitate collaboration with regular education teachers, parents/guardians, and other relevant instructional personnel to plan and utilize appropriate materials and strategies. As AIG coordinator / teachers, and classroom teachers, continue to align curriculum and materials with the NCSCOS, continued communication will be essential to facilitating student success. Administrators and/or AIG coordinators/teachers make a concerted effort to look for, evaluate, and offer suggestions to improve instruction. AIG coordinator/teachers establish relationships with teachers to plan, to troubleshoot and support instruction for gifted learners. AIG coordinator / teachers ensure smooth transitions from grade to grade.

*** Practice I**

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

The PEP for AIG students will be provided to teachers with documentation from year to year to articulate the differentiated curriculum and instructional service options matching the needs of AIG students in all grade levels with formal identification. Students who are placed in the talent pool in K-3 have documentation of services and anecdotal information and academic data for future input for placement (growth, progress, interests, and insights).

Parents will be offered a yearly conference to meet with teachers and the AIG Coordinator to discuss the student's AIG PEP. The AIG Advisory Committee will evaluate the use of the PEP at the end of the 2019-2020 school year and

at the end of each consecutive year to evaluate and make changes as needed. An initial letter will be sent to all families to explain the AIG program which will begin this school year. The AIG Coordinator will collaborate with other charter schools in Western North Carolina to understand how AIG is conducted and documented in order to improve the services that LLCA will provide for AIG students.

The PEP will provide evidence of instruction and curriculum for students. Within all K-8 classrooms the Core Knowledge Curriculum is implemented and daily WIN times, which ensures students are receiving a blend of learning on grade level and learning at their ability level. At the K-8 level, leveled reading libraries are provided to classrooms to accommodate various reading levels. The 3rd-11th grade teachers also integrate Commonlit.org and Newsela for differentiated text levels that may support English Language Arts, Science and Social Studies. In the math classroom problem based learning is used to facilitate learning and to differentiate instructional practices. Online tools like IXL, Zearn, and MobyMax are used by K-11 teachers to differentiate lessons for student needs.

Service options for high school students will be determined annually as the student and a faculty advisor, school counselor and/or gifted specialist review the students' course selections via PowerSchool. A student's eligibility to enroll in honors and/or AP courses will also be reviewed annually. This review will be completed prior to registration. High schools encourage students to challenge themselves academically and recognize students for academic achievement throughout the year.

*** Ideas for Strengthening the Standard**

- Improved tier interventions provided for all students (Multi Tiered Systems of Support);
- Additional offerings at middle school level for Electives Block;
- Social Emotional Learning curriculum and increased focus on SEL needs for all students; Vertical alignment of curriculum.

Planned Sources of Evidence

* High School Course Catalog

* PEPs for students

* Schedules

* Data from formative and summative assessments

* Lesson plans

Documents

Type

Document Template

Document/Link

AIG Standard 3 Additional Resources

N/A

Standard 4: Personnel and Professional Development

Lake Lure Classical Academy (81B) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 4: Personnel and Professional Development

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

*** Practice A**

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

This is not a state requirement for Charter Schools; however, LLCA will continue to seek and employ highly qualified educators to meet the requirements of the AIG plan. The AIG Coordinator, the AIG Advisory Committee, and the school administrators will collaborate on guiding, planning, developing, implementing, revising, and monitoring the school's AIG program and plan. In addition, the AIG Coordinator and other teachers as needed will attend the regional AIG group meetings, as well as the North Carolina Association for Gifted and Talented annual conference, in order to collaborate with other AIG leaders and instructional specialists on a consistent basis. The Director also ensures that the AIG plan is made available to all stakeholders and reviewed regularly.

Teachers are encouraged to take the PRAXIS for Gifted.

AIG coordinator acts as the vocal advocate for AIG students and programming to the board of directors, administration, and community.

AIG coordinator handles/monitors folders for elementary students, oversees the updates and transition of folders from middle school to high school.

AIG coordinator recruits and encourages parents to advocate for their students

*** Practice B**

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

LLCA's current AIG coordinator / teachers promotes gifted education at each grade level and engages interested teachers and counselors in supporting the needs of the gifted. Highly qualified teachers work with the gifted in each school. AIG teachers recognize and nurture the unique needs of gifted learners in collaboration with counselors, social workers, parents and other teachers to ensure the integration of social and emotional factors necessary for high performance in gifted students. AIG teachers consult with counselors related to course selection for the AIG students, personal and social issues, help in college/career selection and programming to develop life planning skills that are consistent with students needs and interests.

AIG services are essential to the total instructional program of the school. AIG teachers are engaged in work that supports the MTSS philosophy of a strongly differentiated core service for all students. Collaborations with classroom teachers and staff development opportunities at individual school levels provide teachers with necessary support to bring rigor and high task engagement to all classrooms.

Professional development is encouraged.

AIG Plan made available for review.

*** Practice C**

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

Professional development in identifying gifted students, instructional strategies, curriculum development, differentiation and social/emotional needs is promoted and offered annually. Gifted learners necessitate teachers and other personnel involved in their education to have necessary knowledge, skills, and understandings to provide an appropriate and

challenging instructional program. Administrators expect and require that every teacher be aware and plan for the individual needs of their students. Teachers are allotted time for planning and team meetings. LLCA maintains specific professional development requirements for classroom teachers, school counselors, special education teachers, ML teachers, administration, speech/language therapists and other specialists, with training modules adapted to the specific role of the stakeholder. LLCA continues to recruit teachers with AIG licensure and encourage taking the PRAXIS for AIG.

All LLCA staff will continue system wide professional development based on data (EVAAS, local benchmark, NC Check-In results, EOG/EOC tests, school designed assessment results, AP, ACT, PSAT, etc.). The county will also continue to train new teachers and refresh other teachers on our Core Knowledge instructional framework, which focuses attention on lesson planning with rigorous assignments and differentiation. With the implementation of MTSS in K-8, professional development has focused on core instruction with differentiation for all levels of students, which has helped to prompt classroom teachers of the advanced learning needs of students in their regular classrooms.

*** Practice D**

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

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

*** Practice E**

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

LLCA is committed to hiring and retaining the most qualified professionals in all areas of our schools. Our AIG department also seeks to fill positions with qualified candidates who are experienced teachers with a clear and deep understanding of the needs of gifted and advanced learners. Monthly AIG communication to all teachers is to contain information helpful in taking the Praxis exam for gifted add-on licensure.

Strategies for recruitment include providing information on local colleges that have AIG licensure opportunities that are manageable for current classroom teachers to pursue (WCU, Mars Hill, Online options). Develop an interest in gifted services and AIG through presentation to staff to the process for obtaining AIG Licensure.

Strategies for Retention at LLCA include providing veteran mentors for 1-2 years for new AIG Specialists. Provide consistent and relevant Professional Development within the AIG department that centers on current trends in gifted education as well as current needs of students and staff in our district. Build and maintain a culture of lifelong adult learners in our AIG department where we regularly share and learn from each other to create and maintain a culture of support, teamwork, and purpose.

*** Practice F**

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

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

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

*** Practice G**

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

LLCA administrators support facilitation of collaborative opportunities for AIG personnel and other teachers to build capacity for AIG. Administrators provide sessions, time and opportunities for sharing information from professional development, related professional articles, links, books and research-based sources during early release days, optional and required workdays or team meetings. Administration allows time at the beginning and end of the school year for vertical planning and uses google docs/slides to share AIG information and updates.

Monthly newsletter from the AIG Coordinator will contain articles, links, and professional development opportunities for teachers. The AIG teacher collaborates with the MTSS team, ML teachers, and EC teachers for differentiation opportunities and resources for 2e (twice exceptional) and ML (multi-language learner) students. Resources are shared with Elementary Art and Music teachers for cross-curricular differentiation and extensions as part of the talent pool development group and creating data for the identification process. LLCA recognizes the fundamental need for high-quality differentiated instruction for an effective MTSS model to work towards student success.

*** Ideas for Strengthening the Standard**

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

Planned Sources of Evidence

* Professional Development Map

* Agendas and meeting notes from Professional Development

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

Standard 5: Partnerships

Lake Lure Classical Academy (81B) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 5: Partnerships

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

*** Practice A**

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

- academic and intellectual
- social and emotional.

LLCA's AIG coordinator, teachers and administration are open to meeting with parents and other stakeholders for conferences and/or presentations to share information regarding AIG programs and how the academic, intellectual, social and emotional needs are met for all AIG and talent pool students. Annual contacts are made with parents and guardians, lines of communication are intentionally made clear; feedback from surveys is used to fill gaps in communication; teachers and AIG coordinator are available for conferences. AIG coordinator speaks to faculties and support personnel to share information about programs and services, focusing on the social/emotional and academic/intellectual needs of all AIG students, specifically the needs of twice-exceptional, highly gifted, economically disadvantaged and those affected by issues related to race/gender/ethnicity. The AIG coordinator will maintain webpage on LLCA school website to help inform stakeholders of AIG activities and classroom news so that people can be kept up to date with student services

LLCA partners with Blue Ridge Health to deliver onsite counseling and health treatment with licensed professionals (clinical social workers, nurses, doctors, counselors). LLCA has developed lasting partnerships with Chimney Rock State Park, the Town of Lake Lure, Isothermal Community College, and area businesses to support the needs of all

students regardless of identification. LLCA utilizes community partners as guest speakers to address current issues/concerns regarding gifted learners, or speak to an interest or passion area of gifted learners.

*** Practice B**

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

LLCA disseminates information to all stakeholders about the goals and policies of the AIG plan and program through parent meetings, community gatherings, PTO meetings, school district web pages, Facebook, Constant Contact, Class Dojo, and Bright Arrow messages. Follow up meetings are held as needed based on teacher or parent requests. LLCA maintains current and forms new partnerships with parents, local businesses, industry and agencies, colleges and universities, and the community-at-large to secure the type of support and resources needed to implement an effective and comprehensive AIG program.

*** Practice C**

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

Under the guidance of the Academic Excellence Committee, the school's AIG Advisory committee will work to develop, implement and monitor the AIG program and plan. The Advisory committee will be composed of teachers, parents, community members and administrators. The Advisory committee will be responsible for sharing information regarding the AIG Program to the Board of Directors as well as other stakeholders. This committee meets at least twice during the year.

*** Practice D**

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

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

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

Communication to inform parents, families, and the community of available opportunities will be in the form of social media, letters to parents, the school website, and through the local news outlets. LLCA will make every effort to ensure that all native languages represented at LLCA will have the opportunity to receive translated copies of written documents. The Communications Director will work directly with the AIG Coordinator to ensure that stakeholders are informed of the opportunities available to AIG students and their families.

*** Ideas for Strengthening the Standard**

- Utilize the community resources from surrounding counties to strengthen the AIG Program.
- Maintain the AIG Advisory Committee and provide checks and balances for the committee.

Planned Sources of Evidence

- * Community partnerships
- * Surveys from stakeholders
- * Newsletters, media reports, and translated materials

Documents

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

Standard 6: Program Accountability

Lake Lure Classical Academy (81B) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 6: Program Accountability

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

*** Practice A**

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

LLCA has a written local AIG Plan that was developed in collaboration with members of the AIG Advisory Team, and the Academic Excellence Committee, and the administrators. LLCA will maintain the local AIG plan that has been approved by the Board of Directors and sent to the NCDPI and the SBE. This local AIG Plan is in accordance with state legislation and SBE policy.

*** Practice B**

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

The AIG program coordinator and administrators will stay current on state legislation and policies regarding AIG programs. This is accomplished by reading communications from the SBE and DPI as well as attendance at state-level meetings and webinars. The information obtained from state-level meetings and webinars will be shared with the AIG advisory committee.

The AIG coordinator and the AIG teachers monitor the implementation of the local plan through various means, which include: monthly AIG meetings, continued discussion and meetings with school personnel, committee meetings and regular curriculum and instruction meetings. The AIG coordinator also regularly visits AIG classes during the year and meets with principals and AIG teachers on a regular basis to review AIG matters. The six standards and their practices are looked at throughout the school year to ensure proper implementation.

*** Practice C**

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

The School Director oversees the expenditures of the state funds and works collaboratively with the Finance Committee to ensure that all allocated funds are appropriately dispersed. LLCA does not receive funds specifically for AIG programming. The annual budget does include allocations for professional development and curriculum materials.

AIG funds continue to be used to purchase STEM materials, instructional materials, technology, professional development and other items that directly benefit AIG students both identified and nurtured. All purchases used with AIG funds are documented and kept by the AIG coordinator. All AIG teachers submit yearly inventories that record all materials purchased with AIG funds. The AIG coordinator meets with teachers and administrators on an annual basis to discuss AIG needs.

*** Practice D**

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

AIG performance data is maintained, analyzed and shared with teachers and administrators at the schools. Drop-out data is also kept at the school level and analyzed frequently. With the importance of student growth in accountability,

focus on student growth and working with teachers on instructional strategies that promote academic growth are a priority of the county and the AIG department.

Performance and growth data is shared with teachers and principals, and all teachers, including AIG teachers, have had training in EVAAS, which allows teachers to see the progress of their students across the years. It also lets schools see patterns of growth and areas where more growth is needed.

The data LLCA analyzes and shares includes:

End of Grade tests (Reading, Math, and Science)

End-of-Course tests (English 11, Math I and Math III, Biology)

NC Check-Ins Benchmark data for reading, math, and science;

Classroom performance data (report cards);

Star 360 Reading and Math;

NC Final Exams

informal/formal assessments;

Graduation Cohort data;

And teacher-led conferences with students, identifying areas of strength and weakness.

The School Improvement Team and school leaders collaborate to identify trends in summative data points (EOGs, EOCs and NC final exams). This allows the school to develop school improvement goals around improving academic growth and achievement for all students regardless of identification.

*** Practice E**

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

The AIG program coordinator, administrators, and advisory group will monitor student demographic data to ensure that all students are represented and served fairly. The population of AIG students will be compared to the overall composition of the student body in terms of ethnic, economic, and cultural diversity. The results of parent surveys will be analyzed to ensure that all parents are satisfied with the program and feel comfortable participating.

Constant review of both the identification and nurturing services is done to look at who is being served. Special attention is given to looking at under-represented populations, including economically disadvantaged, to ensure they are represented in the AIG program and that numbers work towards alignment with LLC's demographic data. Data of both identified and nurtured students will be analyzed and given to AIG teachers. Special attention is given to those students from under-represented populations in the elementary nurturing program.

	Asian	Black	Hispanic%	Native	Multi-	Pacific	White
	%	%		American	%	Islander	%
			%	%		%	
Female	33.33	0	23.08	0	5	0	10.47
Male	0	0	5.88	0	7.69	0	10.1

Total	20	0	13.33	0	6.06	0	10.28
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Percent of Total AIG Students Identified as Dual Exceptionality

2.5%



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*** 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.

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

*** Practice G**

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

The AIG program advisory committee will be a function of the BOD Academic Excellence committee. The AIG advisory committee will work with school administrators and appointed Board of Directors members to make improvements to the program. Survey data from classroom instructors, students, parents, and administrators provides the AIG Department with timely feedback that is used for constant improvement. Survey questions are aligned with state standards and provide specific information for monitoring and growth. The AIG Coordinator / teachers maintain an updated and accurate list of parent email addresses and physical addresses in order to assist with communication and surveys. Survey reminders are sent in multiple formats including Bright Arrow messages, classroom newsletters, and AIG emails. All communication and surveys are available in multiple languages.

Students are given opportunities for feedback throughout the year through the use of exit tickets, surveys, and digital platforms. Conversations are encouraged where students are able to provide feedback on instruction, units of study, and student needs.

When the local AIG plan is up for the three-year review, the group will help create the new plan with the feedback gathered from stakeholders. The group may choose to consult outside experts at that time as well.

*** Practice H**

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

A successful AIG Program requires communication and collaboration among educators, administrators, parents/families and community members to establish a positive vision for the AIG program through continuous review and revisions from all stakeholders. This will ensure the quality and effectiveness in meeting the academic, intellectual, social, and emotional needs of gifted learners.

LLCA will use multiple sources of data to review and revise the AIG program which will include: Surveys of administrators, parents, teachers, and students, formative assessments of student understandings, student performance tasks, rubrics, and exit tickets, summative assessment data (EOGs, EOCs, etc.) reviews, and student performance on AIG-selected placement tests. The School Director, AIG coordinator and AIG teachers meet at the end of each school year to document accomplishments and set goals for the coming year. Surveys of stakeholders are

used to evaluate the program. Goals and targets for district AIG initiatives are set for the following year based on feedback received from the various stakeholders. These goals and targets are documented for future reference.

*** Practice I**

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

LLCA has committed to sharing results of school data with its stakeholders, such as the Teacher Working Conditions Survey results, Parent Satisfaction survey results, test scores, school report card and so on. Our AIG Coordinator collects and shares a variety of data about student growth and achievement with school personnel to continually monitor and improve the AIG Plan and services. While no individual student data may be shared with general stakeholders, sharing trends and common patterns in AIG data is essential to transparency and assessment of efficacy of AIG programming. Data from the evaluation of the local AIG plan will be shared publicly as well. Executive Director reports at the Board of Directors meetings will also include this information. The results will be shared with teachers and staff members through the School Leadership Team and staff meetings.

*** Practice J**

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

Through board-approved policies, procedures, and practices regarding the AIG program and sharing that information with all stakeholders, LLCA will ensure that the rights of AIG students are protected. Parents and families will know to contact the program coordinator with questions or concerns about the program and they will be an active part of the program's implementation and ongoing development. The program also encourages parent feedback through various avenues including face to face meetings, email and phone contact.

LLCA is dedicated to providing fair and impartial treatment to all of our students. As a part of our commitment, AIG students are provided a challenging curriculum and support needed for their academic and social/emotional growth. The rights of all AIG students are protected through the established policies and practices in the AIG plan. The School Director and the AIG Coordinator, in agreement with school administrators, will monitor for compliance and resolve complaints and concerns. Complaints and concerns will be addressed by following LLCA's Student and Parent Grievance Procedure. Resolution of concerns and complaints of students and parents will be met whenever possible. To this end, LLCA has provided opportunities for students and parents to express their concerns through processes established in Board policies. While the Board encourages resolutions of complaints through informal means, it recognizes that, at times, a formal process may be necessary for certain types of complaints or if the informal process did not produce satisfactory results. This policy provides a complaint procedure that may be used. Any parent or student who has questions about the options for proceeding with a complaint or concern may contact the principal or School Director for further information and copies of all applicable Board policies.

Process for Grievance: 1. Filing a Grievance

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

claims that a state or federal law has been misapplied, misinterpreted or violated, the student may submit the grievance directly to the School Director or designee.

e.) If a student wants to initiate a formal grievance regarding a decision by the School Director that directly and specifically affects the student, the general process described in this policy will be used, except that the grievance will be submitted to the School Director's designee, who shall forward the grievance to the Board Chairperson.

2. Investigation

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

b.) The principal shall conduct any investigation of the facts necessary before rendering a decision.

3. Response by Principal

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

b.) A copy of the grievance and the principal's response will be filed with the School Director.

4. Response by School Director

a.) If the grievant is dissatisfied with the principal's decision, the grievant may appeal the decision to the School Director. The appeal must be made in writing within five days of receiving the principal's decision.

b.) The School Director may review the written documents and respond or the School Director may schedule and hold a conference with the grievant, principal and any other individuals the School Director determines to be appropriate within five school days after receiving the appeal. The student may be accompanied by a parent, legal guardian or other person who is in a position of loco parentis to the student.

c.) The School Director shall provide a written response within 10 days after receiving the appeal. In responding, the School Director may not disclose information about other students or employees that is considered confidential by law.

5. Appeal to the Board

If the grievant has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local Board of Education policy or procedure, the grievant will have the right to appeal a final administrative decision to the Board of Directors within five (5) days of the School Director's response. If a grievant has not alleged such specific violations, he or she may request a Board hearing, which the Board may grant at its discretion. 1) If the grievant is dissatisfied with the Local AIG Plan, School Director's response to his or her grievance and has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local Board of Education policy or procedure, the grievant may appeal the decision to the Board within five days of receiving the School Director's response. 2) A hearing will be conducted. 3) The Board will provide a final written decision within 30 days of receiving the appeal unless further investigation is necessary or the hearing necessitates that more time be taken to respond. b. Discretionary Appeals 1) If the grievant is dissatisfied with the School Director's response to his or her grievance but has not alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local Board of Education policy or procedure, then within five days of receiving the School Director's response, the grievant may submit to the School Director a written request for a hearing before the Board of Directors. 2) If the full Board will be meeting within two weeks of the request for a hearing, the Board will decide at that time whether to grant a hearing. Otherwise, the Board chairperson will appoint a three-person panel to review the request and determine if a hearing should be granted. The panel will report the decision to the Board. The Board may modify the decision of the panel upon majority vote at a Board meeting. 4) The Board will provide a final written decision within 30 days of the decision to grant a hearing, unless further investigation is necessary or the hearing necessitates that more time be taken to respond.



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*** Ideas for Strengthening the Standard**

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

Planned Sources of Evidence

- * The AIG plan itself was adjusted and changes made based on the program's specific needs during the 2019-2022 cycle.
- * Grade Level agendas or meeting notes where student data is analyzed consistently throughout the year.
- * Leadership Team agendas or meeting notes where data is analyzed and reviewed.
- * Survey data collected.


Documents

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

Local Board of Education Approval



Lake Lure Classical Academy (81B) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

06/16/2022 

Original Application Submission Date: 07/12/2022

Documents

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <u>Local Board of Education Approval Template</u>	 <u>LLCA Board Approved Document 2022</u>

AIG Related Documents

Lake Lure Classical Academy (81B) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	Local Board of Education Approval Template	LLCA Board Approved Document 2022
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	AIG Glossary
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Glossary

Lake Lure Classical Academy (81B) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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