Lake Lure Classical Academy
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2019-2022

Approved by local Board of Education on: 08-OCT-19
LEA Superintendent’s Name: 
LEA AIG Contact Name: Barbara Cohen
Submitted to NC Department of Public Instruction on: 15-OCT-19

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

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

As LEAs continue to transform their AIG Programs and align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2019-2022. This local AIG plan has been approved by the LEA’s board of Education and sent to NC DPI for comment.

For 2019-2022, Lake Lure Classical Academy local AIG plan is as follows:

Lake Lure Classical Academy Vision for local AIG program: 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.

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

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<tr>
<th>State Funding</th>
<th>Local Funding</th>
<th>Grant Funding</th>
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Standard 1: Student Identification

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

Practice A
Develops screening and referral processes that lead to AIG identification at all grade levels.

District Response: LLCA will provide identification procedures in different formats, including digital and written. Technology formats will be used where applicable for communicating referral processes and screening information. This includes Connect-ed calls, Facebook, email, and the school website. LLCA will integrate distribution of program and placement information throughout the year at school-based events and in conjunction with school-wide information nights (curriculum nights, etc). 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:
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. Screening referrals may be submitted by school personnel, parents/guardians, students (self nominations), and/or community members with academic knowledge of students. LLCA will provide forms to anyone requesting screening for students. These forms can be obtained from the AIG coordinator at the school or accessed on the AIG school link. Deadlines will be posted on the school website and communicated to stakeholders. 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. Test data used for screening must be current and not exceed two years.

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

**District Response:** Academically Gifted: Students who have demonstrated high academic performance in a specific academic field within the regular academic programming. Students can be identified in reading (AR) or math (AM), or both reading and math (AG). These students perform highly on aptitude and achievement assessments.

Intellectually Gifted: Students who have demonstrated high intellectual capacity, but have not yet demonstrated high academic performance (IG). These students demonstrate cognitive processing and reasoning abilities in scholarly areas of study outside of the regular academic programming. These students perform in the superior range on aptitude assessments with little evidence of achievement. This definition recognizes that not all intellectually gifted students are going to display gifted characteristics in an "achievement based" way.

LLCA will use current and future school-based performance assessments as data points to be considered with other criteria. LLCA will use End-of-Grade scores, STAR Reading and STAR Math scores, PreACT, ACT, Duke TIP, teacher input, and parental input in identifying students for the AIG program for elementary students.

**Gifted Identification Criteria**

**Aptitude:**
- 90% or higher nationally normed aptitude test subtests V or QN or
- Achieve in top 10% of scores in subgroup
  
  **AND**

**Achievement:**
- 90% or higher BOG (3rd Reading only) or
- 90% or higher most recent EOG R/M (gr 3 current school year; gr 4-8 prior school year) or
- 90% or higher on nationally normed achievement test R/M or
- Achieve in top 10% of scores in subgroup (3rd-11th gr)
  
  **AND**

**Gifted Characteristics Checklist or**

**Portfolio of supporting evidence or**

**Student interview or**

**WIDA progress**

Some students consistently demonstrate achievement in reading and/or math that exceeds grade level expectations prior to classroom instruction. These highly gifted students are primarily served by classroom teachers supported by small group instruction for at least one hour per week in flexible cluster groups.

**Highly Gifted Identification Criteria**

**Aptitude:**
- 97% or higher nationally normed aptitude test subtests V or QN

**AND**
Achievement:
97% or higher above-grade-level nationally normed achievement test R/M
AND
Gifted Characteristics Checklist or
Portfolio of supporting evidence or
Student interview or
WIDA progress

High School:
New high school identifications are primarily new-to-district students who want to maintain a gifted identification from another state. High school gifted services are supported by a variety of support staff, including counselors, administrators, and instructional teachers.

Nomination may be based on the following criteria:
Enrollment and performance in honors level classes
Class rank in the top 10% OR top 10% of subgroup
Nomination for the North Carolina Governor’s School
Advanced Placement course load and passing scores from previous schools.
Evidence of participation in accelerated programs such as Duke Talent Identification Program (TIP) or Johns Hopkins Center for Talented Youth Program (CTY)
Evidence of participation in Gifted and Talented or honors track programs in a former middle or high school
Qualitative evidence as documented in a portfolio

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.

District Response: 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.

Yearly data is disaggregated by subgroups and will include data for AIG students. Since multiple screening criteria on referred students is collected from all appropriate sources, if the screening pool does not reflect the diversity of the school, then alternate screening criteria are considered to assist in finding students from under-represented subgroups. The North Carolina End-of-Grade (grades 3-8) testing results are used in the screening portion of the identification process and are considered a part of the student's total profile. In grades 9-12, End-of-Course testing may be used in the identification of students. All efforts will be made by the AIG Advisory Team to ensure that all students in the school are provided the opportunity to be part of the AIG process.
A comprehensive screening of standardized test scores of the general student population is conducted annually and the following guidelines are used to establish qualifications for AIG:

- 95%ile or above in Reading and/or Math achievement on the NC EOG or locally normed test
- 95%ile or above 115 IQ or aptitude score on a nationally normed test/screener

In addition to formal assessments, classroom teachers and/or AIG Specialists collect documentation on students demonstrating outstanding academic ability or potential.

The school will collect and review data from standardized tests, classroom performance, nominations (from teachers, parents, and students), and observations of student behaviors. Collaboration with classroom teachers, EL teachers, EC teachers, and other personnel will be included in this initial search. Particular attention will be given to potentially gifted students from culturally diverse, economically disadvantaged, or exceptional students during this process.

**Practice D**
Implements screening, referral, and identification processes consistently within the LEA.

**District Response:**
Screening, referrals and identification processes are consistent at all levels. The majority of students will be identified at the elementary level. At the middle and high school levels student identification will be through state and national testing, referrals, and the review of transfer students by administrators, AIG coordinator and the guidance counselor. All teachers are provided training on how to refer and identify students as potential AIG.

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

**District Response:** 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.

**District Response:** LLCA has established and will continue to maintain documentation of a student's identification process through the use of the Personalized Education Plan. 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.

**Ideas for Strengthen the Standard:** Individualized/Personalized Education Plans for each student will include evidences that demonstrate 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.

**Sources of Evidence:** Kindergarten - 2nd Grade Evidences
Reading levels (Star Reading and Leveled Literacy)
Math levels
Kindergarten Entry Assessment
Above grade level work samples
Anecdotal records from teachers
Other assessments (Star Reading and Star Math, Fountas & Pinnell, Easy CBM)
Formative and summative teacher made assessments
WIDA ACCESS for ELs

3rd-5th Grade Evidences
Reading levels
BOG
EOG
Math levels
Above grade level work samples
Anecdotal records from teachers
Other assessments (Star Reading and Math, Easy CBM)
Formative and summative teacher made assessments
Check-ins
WIDA ACCESS for ELs

6th - 8th Grade Evidences
Writing and reasoning samples
CogAt (as needed for individuals only)
Reading levels Lexile
BOG
EOG
Math levels
Above grade level work samples
Anecdotal records from teachers
Check-ins
WIDA ACCESS for ELs

9th - 12th Grade Evidences
EOG/EOCs
Above grade level work samples
Anecdotal records from teachers
WIDA for ELs
PSAT/PreACT/SAT/ACT
Standard 2: Comprehensive Programming within a Total School Community

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

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

District Response: The AIG program at LLCA will provide services to students identified as:
AG - Academically Gifted in Reading and Math
AR - Academically Gifted in Reading only
AM - Academically Gifted Math only
IG - Intellectually Gifted

AIG students will receive services a minimum of 1 hour per week that aligns with the students PEP goals. Both direct and indirect services provide AIG identified students with an opportunity to participate in AIG Enrichment units of study, which extend the NC Standard Course of Study, book studies, project based learning opportunities, enrichment activities in the arts and STEM.

IG students may be served through the regular classroom teacher, flexible/cluster class placement, and/or direct services depending upon strengths and interests as outlined in their PEP. This can be done on an individual basis or with other identified students.

High school students identified as AG or IG may be offered accelerated course placements and dual enrollment at ICC or other community college.

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

District Response: LLCA is a K-12 school, and offers an array of K-12 programs (academic and extracurricular) to meet the needs of gifted learners.
In Kindergarten through 12th Grade:
*Inquiry-based learning with problem/project-based cases
*Differentiated assignments within the regular education classroom, designed by the classroom teacher
*Participation in after school clubs
*Cluster grouping across grade levels
*Guided reading groups
*Flex groups - across content areas
Practice C
Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs.

District Response: Students who consistently demonstrate achievement in reading and/or math that exceeds grade level expectations prior to classroom instruction and meet qualifying criteria are considered highly gifted. These students are clustered in core classrooms and primarily served by classroom teachers supported by their PEPs in flexible cluster groups. They receive specialized services in the area of need as described in the PEP. Flexible cluster groups may consist of different grade levels and students may participate in accelerated learning opportunities in other grade levels. 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 ensures the Balanced Literacy Framework is meeting the needs of all students. The daily instructional schedule will have a differentiated to allow time in the daily schedule to provide for flexible grouping across grade levels or content levels.

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

District Response: Stakeholders are provided access to a printed copy of the AIG 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.
The AIG coordinator and one teacher will attend the annual North Carolina AIG Conference to stay current with policy updates, instructional practices and access to resources to support gifted education. The AIG coordinator will also collaborate with other AIG leaders and the North Carolina Department of Public Instruction (NCDPI) to maintain a source of support and vetted resources for our gifted population.

During the first quarter of each school year, LLCA will provide professional development (PD) focused on the delivery of differentiated services and instruction. During this PD, teachers will collaborate around best practices to ensure that they develop the yearly PEPs for students.

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

**District Response:** LLCA will apply the tools offered through PowerSchool to maintain system of data sharing regarding student identification between grade level to ensure effective continuation of K-12 services. Administrators, guidance counselors, and other school personnel will collaborate with classroom teachers annually to create and implement the Personalized Education Plan for identified students.

LLCA will hold end-of-year transition meetings from elementary to middle school and from middle school to high school to review program and student profiles, goals and services at the next level. LLCA will also hold transition meetings for students in high school to provide assistance in transition services from high school to college or career.

LLCA will maintain a system of documentation using the AIG PEP maintained in the student AIG file.

This will ensure effective continuation of K-12 services. This documentation includes information about how the student was identified, how the student is currently being served, and how the student's services will continue or change in the next grade span.

**Practice F**
Addresses the social and emotional needs of AIG students through collaboration among school counseling personnel, regular education teachers, AIG specialists, and others.

**District Response:**
LLCa will continue to utilize existing collaborative team structures (MTSS) to share tools and resources that support the social/emotional development of students.

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 counselor 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.

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

**District Response:** LLCA offers many opportunities for acceleration that include digital, hybrid, and face-to-face options to match student needs. Substantial differentiation is provided through AIG services and classroom strategies. Any student may be provided subject acceleration at the decision of the AIG team. In addition, high school students may be offered grade acceleration, or Credit by Demonstrated Mastery.

Also at the high school level the school counselor and community college liaison works with students 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.

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

**District Response:** 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 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.

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

**District Response:**
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 Strengthen 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.

**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.
Standard 3: Differentiated Curriculum and Instruction

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

**Practice A**
Adapts the NC Standard Course of Study (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.

**District Response:**
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.

All students are provided Personalized Education Plans that address their specific needs, and these are aligned to the NCSCOS for curriculum instruction. During the daily Balanced Literacy Framework block students in K-6 have the opportunity to accelerate their learning through cross grade-level grouping. In grades 7-8, students are provided enrichment courses as well as flexible grouping time with other peers. High School students may attend Isothermal Community College for advanced coursework, or they may choose to attend NCVPS during the school day.

**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.

**District Response:** 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.

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

**District Response:** The curriculum that is used at LLCA is aligned with the NCSCOS. Eureka Math and Renaissance Learning are both research and evidence-based curriculum curricula that are that is used by teachers. In grades K-8 a 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. LLCA also has access to MyOn and other online resources to enhance student learning. It is the intention of LLCA 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. LLCA 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, and leadership.

**District Response:** Through various learning and enrichment opportunities, LLCA 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. LLCA 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 on-going assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

**District Response:**
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.

District Response: 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. 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 theatre to provide students with additional ways to increase socialization with their peer group as well as with other students outside of their peer group.

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

District Response: K-3 data will be examined and students will be observed in the classroom to identify potentially gifted young learners. Training will be provided for K-3 teachers to increase rigor in activities aligned to the standards. Push-in and Pull-out work with small groups of potential AIG children will begin during the 2019-2020 school year. During the 2019-2020 school year teachers utilize push-in and push-out for all students. Checklist and Observation Sheets will be developed during the 2019-2022 Plan Cycle, so that reliable markers can be used to begin identifying these young learners in AIG. Teachers have and will continue to be provided professional development on differentiated instruction.

Teachers will meet with school administrators during the weekly planning meeting to review students’ PEPs and ensure that differentiated instruction and the curriculum is meeting the needs of the advanced learner.

Practice H
Develops and implements differentiated curriculum and instruction through collaboration among regular education teachers, AIG personnel, and other related instructional staff.
**District Response:** LLCA teachers are provided professional development on curriculum and instruction. Teachers are also provide common planning time to collaborate with their grade level teams as well as time to collaborate with other instructional staff. Teachers are required to teach the NCSCOS while differentiating instruction. Both pull-out and push-out opportunities are provided for students.

LLCA plans to provide collaborative time between the administration, teachers, and the AIG Advisory Committee during the school year to be certain that there is a clear understanding of the gifted program.

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

**District Response:** The PEP for AIG students will be provided to teachers with documentation from year to year. 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 there is a balanced literacy approach, 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.

**Ideas for Strengthen 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.

**Sources of Evidence:** High School Course Catalog
PEPs for students
Schedules
Data from formative and summative assessments
Lesson plans
Standard 4: Personnel and Professional Development

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

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

District Response: 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.

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

District Response: LLCA is actively seeking to employ an AIG licensed specialist to instruct and lead the AIG students. Until a specialist is hired, the school is committed to working collaboratively as a team of specialists to address the needs of gifted learners.

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

District Response: LLCA has and will provide professional development during each school year to address the needs of diverse learners including AIG students. The school has developed goals based on data that then informs the appropriate professional development for staff.

Since LLCA is implementing the AIG program for the 2019-2022 cycle, the School Improvement Team, the Academic Excellence Committee, and the AIG Advisory Committee will collaborate to ensure that all teachers receive professional learning opportunities that focus on AIG best practices, differentiated instructional strategies, use of data to inform practice, and content knowledge. The AIG coordinator will collaborate with the regular teachers by communicating best practices from regional and state workshops. The AIG coordinator and curriculum director will also work with the classroom teachers to suggest resources and websites that address the best practices for gifted students. Such
websites include the AIG Google Site, Khan Academy, Jacob's Ladder, etc.

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

**District Response:** 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. This requires differentiation to occur in every classroom, all day, every day.

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

**District Response:** The AIG Coordinator collaborates with other members of the administrative team, and the AIG Advisory committee to align professional development with the school's AIG Program goals, other school initiatives, and best practices in gifted education.

Professional development opportunities include: * Best Teaching Practices, Adapting Instruction for the advanced learners; training and implementation of Chromebooks and apps for the Mimio boards, voice thread, digital cameras, laptops, multimedia presentations, video conferencing, cooperative learning group, Paideia seminars, the Socratic method, Differentiated Grading, College of William and Mary advanced curriculum, independent studies, Character Development and prevention of bullying.

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

**District Response:** LLCA has established the Train the Trainer model for teachers and specialist 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.

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.
**Ideas for Strengthen 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.

**Sources of Evidence:** Professional Development Map
Agendas and meeting notes from Professional Development
Standard 5: Partnerships

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

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

District Response: LLCA will be soliciting the help of partnerships of parents/families at the school through information letters, website, newsletters, and announcements about the new AIG program being initiated during the 2019-2020 school year. LLCA will invite parents to be a part of the AIG team as volunteers and committee members. Though this the first year of implementing an AIG program for students, LLCA has already 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.

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

District Response: LLCA will communicate with stakeholders through the school website, Facebook, Constant Contact, Class Dojo, and Bright Arrow as well as through parent events concerning the AIG program, the AIG plan, and other aspects of gifted education. LLCA also has a Communications Director who will work with local media sources to share information about the AIG Program and other pertinent information concerning the school’s AIG Program.

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

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

District Response: Communication to inform parents, families, and the community of available opportunities with 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.

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

District Response: LLCA has partnered with Isothermal Community College to provide students with Dual-enrollment opportunities, career paths, and college readiness. LLCA has also partnered with Chimney Rock State Park and will use the resources available from Chimney Rock State Park to develop enrichment and extracurricular activities to enhance the AIG program. LLCA will continue to seek community partnerships through local businesses, faith based organizations, and industries to provide AIG students with opportunities to explore career options.

Ideas for Strengthen 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.

Sources of Evidence: Community partnerships
Surveys from stakeholders
Newsletters, media reports, and translated materials
Standard 6: Program Accountability

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

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

District Response: 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.

District Response: 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.

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

District Response: The Executive 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.

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

District Response: LLCA maintains, analyzes, and shares student performance growth data (in
grades 3-8) with all stakeholders. We examine growth over time, in both elementary and middle schools. Classroom teachers use this data to plan and implement appropriate educational opportunities for gifted learners. The data we analyze and share 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**
Monitors the representation, performance, and retention of under-represented populations in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

**District Response:** 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.

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

**District Response:** Teacher licensure information is handled by the designee of the Executive Director. Accurate records are kept to ensure that licensed teachers are on staff and licenses are renewed on time.

**Practice G**
Elicits regular feedback from students, parents/families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.
**District Response:** The 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. The AIG advisory committee will elicit data from stakeholders at least once a year through surveys or other forms of feedback. 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**
Utilizes multiple sources of data to review and revise the local AIG program and plan during comprehensive program evaluation.

**District Response:** LLCA will use multiple sources of data to review and revise the AIG program and the AIG plan during the 2019-2022 cycle. Data will include parent and student surveys, local benchmarks, growth data, retention and graduation data, and completion of course work through ICC.

LLCA will determine which other forms of data should be reviewed and analyzed for continuous improvement once the AIG plan is in place and the AIG program is past its first year of implementation.

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

**District Response:** 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. 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 and families through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

**District Response:** 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.
**Ideas for Strengthen the Standard:** LLCA will continue to solicit input from various stakeholders regarding the AIG Program and all school-wide efforts for improvement. This will be through surveys and open communication.

School Improvement meetings will follow the guidelines of NCStar to assist in aligning school goals with the AIG plan.

**Sources of Evidence:** The AIG plan itself as adjusted and changes made based on 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.
Glossary (optional):

Appendix (optional):

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