Mission/Vision Statement and Funding

Falls Lake Academy (39A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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This Local AIG Plan has been developed based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021, and 2024). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and related to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5).

These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this Local AIG Plan for 2025-2028. This Local AIG Plan has been approved by the LEA's local Board of Education or charter school's board of directors and sent to NC DPI for review and comment.

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

* Mission and/or Vision Statement(s)

At Falls Lake Academy, we advocate for, inspire, and meet the needs of gifted students by fostering an inclusive, rigorous, and relevant learning environment. We are committed to recognizing the diverse strengths and identities of our students, empowering them to achieve academic excellence, personal growth, and meaningful engagement in a dynamic and evolving world.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* $ 63,978.66	* $ 0.00	* $ 0.00	* $ 0.00

Standard 1: Student Identification

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

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

At Falls Lake Academy (FLA), gifted education services are provided for students who consistently perform above grade level and demonstrate need for additional rigorous academic differentiation in Kindergarten through 12th grade. A campus-wide process for identifying students in need of AIG services has been established. A Gifted and Talented Identification (GTI) Team consisting of the Gifted Program Coordinator, LEA representative, Counselor, and from one to four additional teachers, with gifted certification when possible, has been established. This team is responsible for reviewing the profiles of students referred for AIG and determining if they meet identification requirements. Listed below are the steps of the screening and referral process.

Formal and Informal Screening

The goal of the screening process is to gather information and build a body of evidence to examine for students who will be considered for AIG services. A learner profile will be developed and evaluated to determine if a student has needs beyond what is provided by the regular educational program. Multiple opportunities are in place for every student to show strengths and talents.

Kindergarten-2nd Grade

- All students will be screened with the Kingore Observation Inventory (KOI) during the first 4-6 weeks of a new school year. This research-based tool is used to identify high ability students and to differentiate instruction for all students. Some observable behaviors include advanced language, analytical thinking, perspective, and sensitivity.
- All students are assessed with Dynamic Indicators of Early Literacy Skills (DIBELS) three times per year. This has proven to be a reliable and valid indicator of early literacy development.
- Primary Education Thinking Skills (PETS) - The AIG teacher or other trained teacher, provides whole class instruction on specific thinking skills (divergent, convergent, visual, and evaluative). During the lessons, students that show the greatest strength in a particular thinking skill are referred to the GTI team.

- The Test of Cognitive Abilities (CogAT) will be administered in the Spring of 2nd grade. All students will be assessed unless a parent/guardian chooses to opt-out.
- Scales for Rating the Behavioral Characteristics of Superior Students
- Portfolio assessment guidelines will be developed in year 1 of the plan and implemented as another form of screening in years 2 and 3 of the plan.

3rd-8th Grade

- All students will be screened with the Kingore Observation Inventory (KOI) during the first 4-6 weeks of a new school year. This research-based tool is used to identify high ability students and to differentiate instruction for all students. Some observable behaviors include advanced language, analytical thinking, perspective, and sensitivity.
- The Test of Cognitive Abilities (CogAT) will be administered in the Fall of 6th grade. All students will be assessed unless a parent/guardian chooses to opt-out. In addition, it will be administered to any newly enrolled 3rd-8th grade student without evidence of previous cognitive testing from another school system.
- iReady Diagnostics are administered to all students three times per year in the areas of both Reading and Mathematics. This nationally normed, adaptive tool provides detailed insights into each student's academic performance upon completion, including nationally normed percentile ranks, lexile levels and quantile measures.
- NC Check-Ins are administered three times per school year.
- Achievements tests administered yearly include North Carolina End of Grade (EOG) Test for both Reading and Math, Beginning of Grade(BOG) Test for Reading in third grade only, and Math I for some 8th grade students
- ACCESS data for EL students
- Naglieri General Abilities Test when the GTI Team acknowledges a language or reading barrier for an accurate measure of potential giftedness.
- Portfolio assessment guidelines will be developed in year 1 of the plan and implemented as another form of screening in years 2 and 3 of the plan. The portfolio should be a collection of the student’s best work, focusing on their strengths and interests, not weaknesses.

9th-12th Grade

- All 10th grade students are assessed with the PreACT.
- All 11th grade students are assessed with the ACT and have the opportunity to take the PSAT.
- The English Department uses CommonLit to assess and monitor all students.
- Advanced Placement Tests
- North Carolina End of Course assessments that are required of all students include English II, NC Math I, NC Math 3, and Biology.
- GPA and class rank consideration.
- Teacher Recommendation
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Referral

Falls Lake Academy regularly monitors student data throughout the school year for AIG identification. Students can be referred through data review, called Data Days, which are held for all grade levels in September and February. Referrals are not limited to a set time period. Staff members, and parents/guardians can refer students to the GTI Team at any point in the school year for consideration. Students in grades 3-8 also have the right to self-nominate. Student referrals are not limited to a specific grade level, but most students at FLA are not formally identified until their 3rd grade year. Exceptions are made for students that are achieving significantly above their assigned grade level.

Forms for nomination are readily available for download from the school's website and can also be requested from the AIG coordinator at the school. Referral packets should be returned to the AIG Coordinator.

The AIG Coordinator collaborates with the Exceptional Children Director to make use of previous assessments and to develop a plan to reach and teach twice exceptional students. The ML teacher and the AIG coordinator collaborate to monitor ACCESS data and make recommendations for alternative nonverbal assessments.

The AIG Coordinator will automatically refer students to the GTI Team if the following criteria is met on a screener:

- Kilgore Observation Inventory, DIBELS, iReady Diagnostics (Reading or Math), PSAT, SAT, ACT - 90th percentile or higher

- CogAT - 85th percentile and higher in at least one section or composite score, and/or top 10 percent school level norm
- Naglieri - at or above 115
- CogAT - top 10 percent of recognized subgroups at FLA including gender, racial or ethnic identification, socioeconomic status, physical or learning disabilities, language abilities
- EOG/EOC - level 5 in Reading or Math
- Advanced Placement tests at or above level 3

Data Collection

For each student referred, the AIG Coordinator will collect relevant student data and open a file for GTI Team review. Both formal and informal performance indicators will be used to determine the student's eligibility for program service options in Reading and/or Mathematics..

Formal Indicators may include: norm referenced assessments in aptitude, i.e. Cognitive Abilities Test (CogAT) and achievement, i.e. Iowa Assessments (IOWA), NC End of Grade (EOG), and NC End of Course (EOC).

Informal Indicators may include: teacher and parent checklists and rating scales, performance indicators, i.e. academic grade averages, NC Check-ins, iReady Diagnostics, and portfolio artifacts demonstrating depth, complexity, and originality over time.

Once a decision has been made by the GTI Team, a letter with the results will be shared with families and classroom teachers. Students who are identified as gifted will then receive a Differentiated Education Plan (DEP) that outlines their service delivery.

* **Practice B**
Establishes a process and criteria for AIG student identification at all grade levels, K-12, that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

Each student referred for the AIG program at FLA is reviewed using multiple criteria for identification. Both quantitative and qualitative measures are used to reveal a student's aptitude, achievement, or potential to achieve. These measures combined form

each student's comprehensive learner's profile. No single criterion will exclude a student from AIG identification. However, any single criterion, if superior, may indicate a need for gifted identification and services.

At FLA, students in grades K–2 are not formally identified as gifted unless there is clear evidence of an exceptional need for differentiated instruction that exceeds their current grade level by at least two years. However, young learners demonstrating potential for advanced learning may be supported through small-group enrichment opportunities known as Nurture Groups, facilitated by the AIG Coordinator.

These Nurture Groups provide enrichment experiences beyond the standard curriculum and are designed to recognize and support emerging strengths. Participation in Nurture Groups does not constitute formal gifted identification. Instead, these groups remain flexible, allowing a broad range of students to benefit from targeted support.

To be considered for Nurture Group services, students must meet one or more of the following criteria:

- Demonstrates significant strength in a specific thinking skill during whole-group PETS (Primary Education Thinking Skills) lessons.
- Scores at or above the 90th percentile on DIBELS assessments.
- Achieves a score at or above the 90th percentile on the Kingore Observation Inventory.
- Receives a total score of 41 or higher on the Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli Scales).

Students in grades 3-12 must meet the requirements in one of the Pathways described below to qualify for formal gifted identification. Based on the data collected, a student can be identified in one of the following areas.

- Academically Gifted in Reading (AR): Student demonstrates strength in the area of reading with substantially high levels of accomplishment
- Academically Gifted in Mathematics (AM): Student demonstrates strength in the area of mathematics with substantially high levels of accomplishment
- Academically Gifted in both Reading and Mathematics (AG): Student exhibits high performance capability in reading and math and possesses a strong capacity for learning
- Academically and Intellectually Gifted in both Reading and Mathematics (AI): students showing extremely high levels of both aptitude and achievement.

- Intellectually Gifted (IG): students showing exceptional aptitude and potential without corresponding academic achievement

Academically Gifted in Reading (AR)

AR Pathway One:composite or verbal subscore at or above 93rd percentile in both aptitude (CogAT or other approved standardized test of aptitude) and achievement (EOG/EOC/IOWA or other approved standardized test of achievement) in Reading or Written Expression

AR Pathway Two: Student must meet 3 out of 5 criteria below

- composite or verbal subscore at or above 87th percentile in aptitude (CogAT or other approved standardized test of aptitude)
- composite or subscore at or above 87th percentile in achievement (EOG/EOC/IOW or other approved standardized test of achievement) in Reading or Written Expression
- GRADES: = 93% or Mastery average in ELA in the previous two grading periods
- Kilgore Observation Inventory =93rd percentile
- =87th percentile on approved Local assessment (iReady diagnostic, DIBELS, NC Check-ins, Gifted Rating Scales)

AR Pathway Three: student is in the top 10% of grade level in reading achievement

AR Pathway Four: =77th percentile on CogAT composite or verbal with one of the following: ML, EC, McKinney Vento, chronic absenteeism

Academically Gifted in Math (AM)

AM Pathway One: composite or quantitative subscore at or above 93rd percentile in both aptitude (CogAT or other approved standardized test of aptitude) and achievement (EOG/EOC/IOWA or other approved standardized test of achievement) in mathematics

AM Pathway Two: Student must meet 3 out of 5 criteria below

- composite or quantitative subscore at or above 87th percentile in aptitude (CogAT or other approved standardized test of aptitude)

- composite or quantitative subscore at or above 87th percentile in achievement (EOG/EOC/IOW or other approved standardized test of achievement) in mathematics
- GRADES: = 93% or Mastery average in Math in the previous two grading periods
- Kilgore Observation Inventory =93rd percentile
- =87th percentile on approved Local assessment (iReady diagnostic, NC Check-ins, Gifted Rating Scales)

AM Pathway Three: student is in the top 10% of grade level in mathematics achievement

AM Pathway Four: =77th percentile on CogAT composite, qualitative, or nonverbal with one of the following: ML, EC, McKinney Vento, chronic absenteeism

Academically Gifted (AG): Students that met both an AR and AM Pathway

Intellectually Gifted (IG): Students that score at or above 97th percentile in aptitude, but without the corresponding achievement

Academically and Intellectually Gifted (AI): Students that meet both the AI Pathway and AG Pathway

Students who transfer from other districts with no prior AIG identification must be enrolled and actively attending FLA before the student can be nominated. The GTI Team will meet to review all records of transfer students. The meeting should be held 30 days after receipt of school records documenting previous AIG services. The AIG nomination/referral procedures will then be followed.

Students who transfer from other districts and have official documentation that they were identified and served in an AIG program, will be served in the areas of reading and/or mathematics, depending on the subject areas in which the student was identified by the previous district. If the student has evaluation results that are not more than one calendar year old and the student was not identified for a gifted program at his or her prior school system, then the evaluation results may be used to help determine AIG eligibility after enrollment at FLA. Students who transfer from other districts with no prior AIG identification, but have prior identification tests and scores from the previous district that meet FLA AIG identification criteria will receive AIG identification at FLA.

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

Falls Lake Academy ensures AIG screening, referral, and identification procedures respond to underrepresented populations of the gifted and are responsive to school demographics. FLA recognizes and encourages diverse populations to achieve and excel. We will continue to monitor and analyze sub-group data to target underserved groups, especially since the NC Charter School Lottery System determines our school demographics for incoming students. Our processes in AIG screening, referral, and identification are designed to ensure equity, cultural responsiveness, and inclusivity for all students, especially those from diverse backgrounds. Below are practices in place that support this effort:

Screening Procedures

- Universal Screening to assess all students, minimizing bias by not relying solely on teacher referrals. This ensures that students from all demographic groups are considered.
- Culturally Relevant Tools such as Kilgore Observation Inventory, Renzulli Scales, and Naglieri Nonverbal Ability Test are purposely selected to be culturally and linguistically appropriate for the student population, avoiding cultural or language bias.
- Screening results are analyzed by demographic groups, including race/ethnicity, language status, socioeconomic status, and gender status, to identify disparities and address systemic barriers.

Referral Procedures

- Referral processes consider multiple data points (academic, behavioral, teacher observations, family input) to avoid reliance on subjective measures that may disadvantage certain groups.
- Collaborate with leaders in all student service departments (MTSS, ML, EC) to review assessment data to be sure no students are overlooked.
- Provide Professional Development to ensure that referrals are equitable and not influenced by stereotypes or by training staff how to recognize gifted traits in different demographic groups such as multilingual learners, twice-exceptional (2e) learners

Identification Procedures

- Multiple pathways for identification are available

- Consideration of local norms in addition to national norms
- Use student portfolios kept during K-2 Nurture groups as evidence of a student's advanced abilities, achievements, creativity, and potential.
- Regularly review identification data to ensure proportional representation and identify over-identification or under-identification trends across demographic groups.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	---	---	---	---	14.55%
Male	---	---	23.64%	---	---	---	17.79%
Total	---	---	14.17%	---	---	---	16.20%

Percent of Total AIG Students Identified as Dual Exceptionality

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

The AIG Coordinator facilitates the screening, referral, and identification process. All referrals are sent to the AIG Coordinator, who then starts a student profile. The GTI Team determines if further testing is recommended and notification is sent to the referring individual. The AIG Coordinator and the Testing Coordinator train teachers that will administer assessments required for each of the criteria. All teaching staff receive annual training on the identification process, led by the AIG Coordinator. The coordinator analyzes the assessment data and inputs the data into a student profile for review. The GTI Team meets to discuss the results and make decisions on identification. A DEP is created and maintained by the Coordinator for any identified student. Documentation of students that have been referred for testing, regardless of whether they qualified for services, are to be maintained by the AIG coordinator. Files will be housed in a locked file cabinet in their office/classroom.

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

Program information at FLA will be disseminated at multiple points during a school year using a variety of communication methods.

- summary of policies and forms published on the FLA website
- full local AIG plan published on the FLA website
- Policies published in Staff Notebooks and Student Handbooks
- Information sessions presented at Open House Night for each school
- Planned events included in “This Week at Falls Lake Academy” email sent to all families and staff weekly
- Coordinator presents referral procedures to staff in September of each school year
- Program guide brochure provided for families when students are referred for evaluation
- AIG Night held in conjunction with school Curriculum Nights
- Include information regarding referral and identification practices and program updates in The Screamer (the school newsletter)

* **Practice F**
Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and maintained in student records.

An individual AIG file, containing documentation which led to identification, is maintained for each student referred for evaluation. In it, the following documents will be found:

- Referral form from student, parent, teacher, or staff member
- Signed consent for evaluation
- Parent and teacher checklists
- Comprehensive student profile (documents CogAT and IOWA scores and AIG Identification Team evaluation notes and recommendations
- DEP or IDEP

Families are provided with copies of all documentation and meetings are scheduled for initial review.

Additionally, testing results from standardized tests will be added to the testing section of the student’s cumulative record. This will be beneficial as students transition from elementary to middle, and from middle to high school.

The AIG Coordinator will keep files for students in Kindergarten through second grade that participate in Nurture Groups containing their dates of attendance and work samples that demonstrate the student's advanced abilities, achievements, creativity, and potential.

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

The AIG Coordinator compiles and maintains records for all formally identified students, as well as for students in Kindergarten through 2nd grade who participate in Nurture Groups. Each Nurture Group student has a file that includes attendance records and work samples, with exemplary work flagged as potential evidence for future identification. Kindergarten through 2nd grade students who demonstrate a need for differentiated instruction beyond what is provided in Nurture Groups will follow the same identification process as students in grades 3–5 and an Individualized Differentiation Plan will be developed.

At FLA, formal identification begins as students enter third grade, and continues through 12th grade. The AIG Coordinator designs a Differentiated Education Plan (DEP) or an Individualized Differentiation Plan (IDEP) for each elementary and middle school student identified as Academically or Intellectually Gifted. Information gathered during the identification process is carefully analyzed to align each student with the most suitable service delivery options.

Once a plan is developed, the AIG Coordinator meets with the student’s parents or guardians—typically in person—to explain the available services and offer recommendations based on the collected data. Following the initial meeting, the coordinator conducts annual reviews, either in person or remotely, to assess the student’s progress and make any necessary adjustments. Throughout the school year, identified students in grades 3-8 receive “'information only” grades, which can be monitored online to help families track progress on their differentiation plans.

As middle school students transition to high school, a four-year DEP, referred to as the Academic Blueprint, is created to support long-term academic planning. This plan, as with the standard DEP or IDEP, is reviewed and updated each year to ensure it continues to meet the student’s evolving needs.

*** Ideas for Strengthening the Standard**

One area that would strengthen the standard is the development of common math assessments for high school. We also recognize that our black students are significantly underrepresented. While we have made changes to the identification process for this cycle, addressing this disparity will remain a priority moving forward.

Planned Sources of Evidence

*	meeting minutes
*	student profiles
*	school webpage

Documents

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

Standard 2: Comprehensive Programming within a Total School Community

The LEA provides a K-12 AIG program with an array of services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners. These services will develop students' strengths through intentional learning experiences in various domains that are not dependent on the students' demographic background or economic means.

* **Practice A**
Delivers an AIG program with comprehensive services that address the academic and intellectual needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

At Falls Lake Academy, we recognize that a number of our students meet the state's definition of giftedness—demonstrating, or having the potential to demonstrate, significantly high levels of achievement compared to their peers in age, experience, or environment. However, we also understand that giftedness presents differently in each student. The traits of one gifted student may be extremely different from another. Therefore, there is no one-size-fits-all approach to meeting their academic and intellectual needs. In our commitment to inclusive and collaborative support for all learners, we are aligning our gifted services with the existing Multi-Tiered System of Support (MTSS) framework. Using the MTSS tiers of Universal (Core), Supplemental, and Intensive, we ensure that AIG students receive the appropriate level of challenge and enrichment at any given time. This tiered approach allows for flexible, responsive instruction that meets the unique academic and intellectual needs of advanced learners while fostering consistency and collaboration among all educational personnel.

Tier 1: Universal Support for all K-12 Nurtured or Gifted Students

At the Universal Tier, all students identified as gifted or being served in a nurture group have access to enrichment opportunities and differentiated instruction within the general education classroom. These supports are available school-wide and help make sure all advanced learners have fair access to challenging and engaging work.

Examples of Tier 1 Support include:

- Cluster grouping with similar-ability peers for targeted instruction
- Flexible grouping based on readiness, interest, or ability levels
- Push-in support from AIG coordinator when schedule allows
- Curriculum compacting and appropriate acceleration to avoid repetition and promote deeper learning

- Project-based learning and open-ended assignments that promote creativity and critical thinking
- Compacting curriculum for mastery
- Access to Honors and AP courses
- Dual Enrollment (VGCC)
- Access to enrichment opportunities coordinated or facilitated by the AIG Coordinator

Tier 2: Targeted, Domain-Specific Support for K–12 Students Identified as AR, AM, AG, or AI

Targeted, domain-specific support is provided for students who qualify for services under Pathways 1 or 2, having demonstrated advanced abilities in reading or mathematics. Students identified as IG only will be placed in Tier 2 if they consistently demonstrate proficiency in reading and math within the regular education classroom.

- Grades K–2: Students performing two or more grade levels above in reading or math meet in small groups with the AIG Coordinator at least once per week.
- Grades 3–8: Identified students meet in small groups with the AIG Coordinator at least three times per week.
- Grades 9–12: Students have the opportunity to participate in monthly check-ins with the AIG Coordinator during their FIREtime period.

These sessions focus on enriching students' strengths through activities designed to promote creative thinking, problem-solving, and deeper understanding of complex concepts.

Examples of Tier 2 Support include supports from Tier 1 and:

- Above-grade-level texts with guided analysis
- extensions to increase depth and complexity of grade level standards
- Socratic seminars
- Book clubs
- Creative writing opportunities, including publishing and competitions

- Writing intensives
- Passion projects
- Philosophical discussions
- Subject-specific compacting and subject acceleration
- Access to higher-level math (e.g., VCGG)
- Academic competitions (e.g., Math Olympiad, Science Olympiad, Battle of the Books)

Tier 3: Intensive Support

Intensive, customized support is offered to highly gifted students in grades K-12 with aptitude and achievement scores in the 97th-99th percentile. These students require the most individualized level of instruction and support.

Examples of Tier 3 Support include supports from tiers 1 and 2 plus:

- curriculum telescoping
- grade skipping
- alternative assessments
- individualized differentiated education plan

At the beginning of each school year, a Differentiated Education Plan (DEP) will be developed for students identified as gifted. This plan will be shared with classroom teachers to ensure instructional differentiation is implemented effectively. In addition, the DEP will be shared with counselors and school support staff to support not only the students' academic needs but also their social and emotional development. The AIG Coordinator, who is a member of the MTSS team, collaborates regularly with the EC Director and the ELL Coordinator. For students identified as both AIG and EC, the DEP will reflect their individual strengths and interests.

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* **Practice B**
Delivers an AIG program with comprehensive services that address the social and emotional needs of AIG students, across all grade levels, K-12, and learning

environments, through collaboration with a variety of personnel based on student needs.

Falls Lake Academy offers a comprehensive AIG (Academically or Intellectually Gifted) program designed to support the social and emotional development of gifted students across all grade levels. Through collaboration among teachers, counselors, administrators, and support staff, services are personalized to meet each student's unique needs. Our goal is to provide a nurturing yet challenging educational experience that enables every gifted learner to thrive.

Our school counselors deliver strategies and skills to aid in conflict resolution across all grade levels. For students who require more personalized assistance, we offer small group sessions and individual counseling. Counselors also serve on the GTI (Gifted and Talented Identification) Team, offering expertise regarding the emotional and social impact of acceleration options such as grade skipping, subject acceleration, and concurrent enrollment.

All staff members at Falls Lake Academy have received training to recognize and provide initial support to students experiencing challenges such as:

- Depression
- Anxiety disorders
- Psychosis
- Substance use disorders

At the beginning of each school year, the AIG Coordinator and Lead Counselor collaborate to deliver a presentation to staff and AIG families, emphasizing the social and emotional development of gifted students.

To ensure our services are data-driven and responsive, we gather input through:

- Surveys of identified students, parents, and teachers
- Review of discipline referrals and counselor logs to identify trends and areas of concern

Staff Roles and Responsibilities in Supporting Gifted Learners

To ensure the academic, social, and emotional well-being of gifted students, our AIG program assigns clear roles to key staff members. Supports are designed to be responsive to individual student needs, ranging from universal to intensive, and are integrated into the Differentiated Education Plan (DEP) where appropriate.

AIG Coordinator

- Leads whole-group Social-Emotional Learning (SEL) instruction tailored to gifted learners.
- Facilitates quarterly goal-setting conferences for students requiring additional support, focusing on academic progress, emotional regulation, and social relationships.
- Coordinates and reviews DEPs, ensuring personalized supports are in place.

Classroom Teachers

- Lead whole-group SEL (Social-Emotional Learning) instruction weekly
- Receive training in gifted education strategies to encourage growth mindset, support positive peer relationships, and differentiate instruction.
- Collaborate with the AIG Coordinator to identify students needing additional support and to implement classroom-based strategies.
- Partner with families to monitor student progress and address concerns, particularly related to motivation, engagement, or peer dynamics.

School Counselors and Social Worker

- Provide individual or small-group counseling for gifted students experiencing challenges such as anxiety, underachievement, or peer conflict.
- Support executive functioning development through organizational tools, time management strategies, and monthly check-ins.
- Collaborate with the AIG Coordinator and parents in developing Behavior Intervention Plans or emotional/behavioral supports as needed.
- Coordinate with external mental health professionals for students requiring additional therapeutic interventions.

Families

- Engage through regular newsletters and meetings that promote understanding of gifted needs and strategies for support at home.
- Participate in collaborative planning meetings for students requiring personalized interventions

Falls Lake Academy is committed to fostering both the academic excellence and emotional well-being of gifted learners. By combining a structured support framework with personalized attention, we help our students grow into resilient, well-rounded individuals.

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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.

Falls Lake Academy (FLA) is dedicated to Project Based Learning (PBL), an instructional approach in which students from Kindergarten through 12th grade engage in extended, in-depth inquiry in response to complex questions or challenges. These rigorous projects are thoughtfully planned and assessed to ensure students gain strong academic knowledge, practice essential skills, and produce authentic, high-quality work. PBL at FLA cultivates both critical and creative thinking.

We aim to:

- Encourage students to explore meaningful issues.
- Promote collaboration among students and teachers.
- Strengthen communication skills in both writing and action.

AIG Program Integration

The AIG (Academically or Intellectually Gifted) program works in collaboration with classroom teachers to design PBL experiences that provide greater depth and challenge. Students (K-12) are required to complete a minimum of four PBL projects each school year. These projects may sometimes serve as alternative assignments in place of standard classwork where mastery has already been demonstrated.

Commitment to Innovation and Equity

Falls Lake Academy's Board of Directors is committed to expanding learning opportunities for all students, with particular attention to both at-risk and gifted learners. The school encourages innovation in teaching and ensures that AIG (Academically or Intellectually Gifted) updates and concerns are regularly included in school leadership and Board of Directors meetings. The administration organizes in-house professional development with AIG students in mind, continuously enhancing strategies for differentiation. FLA remains dedicated to allocating the resources necessary to provide an enriching academic experience for advanced learners.

* **Practice D**

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

Falls Lake Academy is dedicated to providing equitable, rigorous educational opportunities that meet the unique needs of gifted learners. To support differentiated instruction and ensure appropriate levels of challenge, the school implements flexible grouping strategies in both reading and mathematics.

Class rosters are developed each spring through a collaborative process involving classroom teachers, the AIG Coordinator, and school administrators. This approach supports cluster grouping based on students' identified areas of giftedness and academic performance data collected throughout the school year. Whenever possible, gifted learners are placed with teachers with AIG licensure, have participated in professional development in gifted education, or demonstrate a strong commitment to working with advanced students. At the high school level, students have the opportunity to self-select into advanced placement and/or honors courses.

Special consideration is given to students from underrepresented populations who show potential for high performance, as well as those who meet some, but not all, of the criteria for formal AIG identification. These efforts help promote talent development and increase access to advanced instruction.

To enhance the effectiveness of differentiated instruction, efforts are made to reduce the range of achievement levels within each class. This also supports the effective scheduling of AIG services.

Formative assessments—such as exit tickets, quizzes, observations, and student reflections—are used to guide instruction. Classroom teachers are expected to conduct small group reading and math groups tailored to individual student needs as part of their daily instruction. Additionally, all grade levels include a designated intervention period during the instructional day. This time allows for flexible groupings based on diagnostic data, skill-based needs, and student interests, which are identified in monthly MTSS meetings and quarterly Data Days meetings.

* **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.

A presentation will be shared with staff at the beginning of each school year to highlight and share key components of the AIG program and services available to our students. This information will be posted to the AIG page on the school website.

A roster of AIG students and their services is shared by the AIG Coordinator to teaching staff during planning meetings at the beginning of each school year.

An AIG Program brochure will be given to each staff member outlining essential components of the local AIG plan. These will also be sent home to all students referred for evaluation.

Instructional services and programs for gifted learners as well as other legislation and regulations related to gifted education will be discussed during PLC meetings and onsite staff meetings as needed.

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

It is important to share AIG students' records with middle and high schools to support smooth and timely transitions. Annual reviews are completed before the last day of school. The guidance counselor, building administrators, and AIG coordinator work collaboratively to ensure effective communication and the accurate transfer of data between school levels. All records, portfolios, and DEPs are transferred appropriately. AIG status in Infinite Campus is reviewed for accuracy each fall and spring. Additionally, the AIG coordinator supports course selection and scheduling as students transition from elementary to middle school and from middle to high school.

* **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.

Falls Lake Academy provides academically advanced and high-achieving students in grades K-12 with meaningful learning opportunities that match their ability levels, support their intellectual growth, and promote continued academic challenge through various acceleration options explained below.

Compacted Content condenses curriculum to eliminate redundancy, allowing students to move through material at a faster pace.

Eligible students:

- score at or above the 90th percentile in standardized achievement assessment.

- teacher evidence of content mastery.
- have observed demonstration of independent work habits.

Procedure:

- Pre-assessment to determine mastery of upcoming content
- development of an individual compacting plan
- instruction focuses only on new/unmastered material
- regular progress monitoring and performance tracking

Subject Acceleration allows a student to take instruction in a subject area at a higher grade level while remaining with same-age peers for other subjects.

Eligible students:

- score at or above the 95th percentile in subject specific achievement.
- demonstrate readiness through diagnostic testing and portfolio work.
- have teacher and parent recommendations.
- demonstrate positive behavior and work ethic, as determined by the Renzulli Scales and the Kilgore Observation Inventory

Procedure:

- formal referral by teacher or parent
- evaluation by subject teacher and support staff
- placement decision made by AIG Coordinator and MTSS team
- progress review after 4-6 weeks and quarterly thereafter

Grade Acceleration allows a student to skip an entire grade level based on intellectual and social-emotional readiness.

Eligible students:

- score at or above the 97th percentile on standardized achievement cognitive ability tests.
- demonstrate academic performance at least one year above current grade level.
- are socially and emotionally ready as assessed by the Iowa Acceleration Scale.

Procedure:

- referral initiated by parent, teacher, or administrator
- acceleration committee convenes (MTSS team, plus counselor, teacher, parent, and administrator) to review full academic, social, and emotional evaluations
- If approved, a written acceleration plan is developed by the AIG Coordinator.
- After a trial period of 9 weeks, a final review by the acceleration team confirms permanent placement.

Dual Enrollment programs allow high school students to take college courses and earn college credit before graduation.

Eligible students:

- are typically in 11th or 12th grade.
- have a minimum GPA (unweighted) of 2.8.

Procedure:

- Student submits application found on the Vance Granville Community College website with transcript and counselor recommendation.
- Parents and students sign agreements acknowledging responsibilities.
- Students enroll in approved courses through VGCC.
- Grades and credits are shared with both FLA and VGCC.

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

Students have multiple pathways to talent identification in our lower grades. Based on classroom assessments, K–3 students participate in leveled reading groups and receive instruction appropriate to their individual needs. In some cases, K–3 students join reading groups with classes one or two grade levels above their assigned grade.

Grade-level teams also offer advanced math instruction on specific topics for clusters of gifted learners as needed. The AIG teacher collaborates with classroom teachers to plan differentiated activities for K–3 students who require additional challenges.

Ongoing math assessments at the beginning of each unit allow for curriculum compacting when appropriate. The AIG Coordinator works directly with selected students in small, flexible groups to deliver nurturing lessons.

To further support equitable identification, the Kingore Observation Inventory and the Renzulli Scales for Rating the Behaviors of Superior Students are used, helping to more fairly and accurately identify gifted learners, especially those from diverse backgrounds.

All second graders are screened using the CogAT in spring, and formal AIG identification typically begins in third grade.

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

Equity-oriented policies have been developed to identify student talent using multiple measures beyond standardized tests. These include local norms, both formal and informal assessments, and observable behavior rating scales. Such approaches ensure a more inclusive and accurate understanding of student potential.

At FLA, a project-based learning (PBL) school, we believe in learning by doing. Students aren’t just preparing for the future—they are shaping it every day through hands-on, real-world projects that reflect the kinds of challenges they will face beyond the classroom. PBL empowers students by offering choice in the topics or aspects of a project that interest them. This autonomy allows them to focus on areas where they naturally excel, such as writing, designing, building, or problem-solving.

By exploring their passions more deeply, students often uncover hidden talents that might otherwise go unnoticed. Because projects are rooted in real-world problems, students see the value of their unique skills, whether it's public speaking, artistic creativity, or critical thinking. PBL also incorporates self-reflection and peer feedback, helping students recognize their strengths and set goals for continued growth.

Ultimately, project-based learning promotes talent discovery and development through flexible, meaningful, and collaborative learning experiences. It shifts the focus from standardized answers to personalized growth, making learning both engaging and empowering.

At FLA, students are supported through early exposure, scaffolding, and enrichment opportunities to ensure a smooth transition into new grade levels and advanced coursework. Students are introduced early to advanced subjects like STEAM through elective rotations. Guest speakers and field trips are encouraged before new topics are introduced, helping connect learning to real-world

applications and fostering relevance and motivation. Complex tasks are broken down into manageable steps with clear guidelines, and regular teacher check-ins help monitor understanding and adjust support as needed. Orientation and transition programs familiarize students with the expectations, staff, and resources of the next grade level.

At the end of fifth grade, students submit a list of questions about middle school. These questions are shared with sixth graders nearing the end of their first year, who then create presentations that answer the questions and include helpful tips and insights they wish they had known before starting middle school. In preparation for high school, the middle school teacher meets with all eighth graders to assist with class registration and leads student tours of the high school, where the principal and select students are available to support them. Additionally, our high school hosts a Showcase Night where all core and elective teachers present their classes, giving students the opportunity to learn about curriculum standards and explore courses that interest them. Freshman Seminar is a required course designed to help 9th grade students make a smooth and successful transition to high school. FLA High School recognizes a need to strengthen the writing skills of our students enrolled in AP classes. Students will have an opportunity to attend an AP Writing Workshop with a focus on thesis development and essay structure.

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

AIG students benefit greatly from extracurricular programs that extend learning beyond the traditional classroom and foster personal growth. FLA offers a variety of opportunities tailored to meet their academic, intellectual, and social-emotional needs, while also encouraging talent development among their peers.

K-2 students have enrichment opportunities during their daily intervention time, with a focus on discovery, exploration, and foundational skill building. Opportunities include:

- hands-on activities such as LEGO challenges and science explorations that ignite curiosity and develop problem-solving skills
- creative arts experiences such as music, movement, and visual arts
- social-emotional learning activities that support collaboration and empathy
- Firebirds After School Time (FAST) offers organized activities and enrichment opportunities such as arts and crafts, and STEM camp after school and during summer break.
- PBL kickoffs that include guest speakers and field trips

3-5 students have enrichment activities during their daily intervention time, with a focus on strengthening core talents and introducing academic challenges. Opportunities include:

- Math Olympiad, Battle of the Books, Spelling Bee
- Fun Fridays - Students engage in games with peers that encourage strategy and skill. Games include 24 Game, Blokus, Chess, Marble Run, Rummikub, Slam Words, Prime Climb, Sequence, Bananagrams, Trivial Pursuit, Krypto, etc.
- Lego Robotics
- PBL kickoffs that include guest speakers and field trips

6-8 students have a daily period called FIREtime (Firebird Intervention, Remediation, and Enrichment time) with a focus on engaging in learning activities with increased academic rigor, seeking clarification, and setting personal goals. Middle school students are encouraged to create clubs that are of interest to them. Students must present their idea to the Board of Directors for approval. These clubs change year-to-year depending on student interest and membership. Other clubs are sponsored by staff members. Opportunities include:

- National Junior Honor Society
- Student Council
- Math Olympiad
- Patriot's Pen Essay Contest
- Poetry Slam
- FLArts (band, theater, art)
- Gay-Straight Alliance

9-12 students have a daily period called FIREtime (Firebird Intervention, Remediation, and Enrichment time) with a focus on college and career preparation. Students are encouraged to pursue passions at an advanced level and deepen their commitment to long-term goals. Clubs are formed by both students and staff based on student interest and need, and may change from year to year. Student led clubs require Board approval. Opportunities include:

- National Honor Society

- National English Honor Society
- Science National Honor Society
- Science Olympiad
- National Art Honor Society
- Tri-M Music Honor Society
- Beginner Jazz Band Club
- Women's Bible Study
- Crochet Club
- Mental Health Club
- SGA: Student Government
- Spanish Club
- FCA: Fellowship of Christian Athletes

*** Ideas for Strengthening the Standard**

There is a clear need for additional AIG personnel to strengthen and expand the effectiveness of our AIG program.

We will explore strategies to more effectively address the unique social-emotional needs of our gifted learners.

Planned Sources of Evidence

*	student club rosters
*	PBL framework by grade level
*	SEL program schedule

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

Falls Lake Academy (39A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

* **Practice A**
Adapts the NC Standard Course of Study (SCOS) K-12 to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate by differentiating curriculum and instruction, including enrichment, extension, and acceleration strategies.

Falls Lake Academy implements the North Carolina Standard Course of Study for grades K–12, adapting it to meet a range of student abilities across core content areas. The school differentiates curriculum and instruction through enrichment, extension, and acceleration strategies. Instruction, content, and learning activities are designed to challenge students beyond standard grade-level expectations, ensuring that all learners are appropriately supported and academically engaged. Expectations are clear that differentiation is a core part of instruction, not an add-on.

Successful differentiation begins with the use of pre-assessments, and/or diagnostics to determine students' existing knowledge and skills. With that information, decisions are made for the flexible grouping of students based on their ability, interest, or learning styles. Groups are fluid, allowing students to move to new groups based on growth and performance. Students that demonstrate mastery of standard content can skip repetitive instruction and use that time for more complex or in-depth learning activities. In some cases, with data to support acceleration, students may advance through curriculum standards at a faster pace and skip a course or grade level.

To further support student success and enrich the NCSCOS, our school offers deeper learning opportunities that go beyond traditional instruction. Students are encouraged to explore topics they're passionate about and share what they've learned with their classmates. They learn to ask thoughtful questions, conduct research, and draw their own conclusions, important skills for both school and life. In some classes, teachers use Socratic seminars, where students discuss meaningful texts and ideas together. These discussions—whether based on a short story, historical documents, or a current scientific challenge—help students think critically, question assumptions, and understand different points of view. Project-based learning is another key part of our approach. It allows students to choose topics, roles, and methods that match their interests and learning styles. This model is flexible and student-centered, helping ensure each child receives the support they need while staying deeply engaged in their learning.

To further extend the NCSCOS, students are offered varying levels of task complexity through the use of tiered assignments and choice boards. Tiered assignments address the same standard but differ in complexity, depth of thinking, and student readiness. Extension menus give students options for enriching their learning, usually based on a theme or unit, a single standard or skill, and a range of complexity and interests. This is ideal in mixed-ability classrooms or for students needing more challenge. Additionally, FLA supports the use of digital platforms like IXL and iReady, which provide adaptive learning paths tailored to state standards, further personalizing student learning experiences.

To support staff in differentiating the NCSCOS, ongoing training is provided in strategies such as curriculum compacting, tiered assignments, learning menus, and flexible grouping. Coaching teachers on how to extend standards without exceeding grade-level expectations will be beneficial and can be conducted during scheduled PLC meetings with the AIG Coordinator. In addition, Data Days are designated for each grade level to collaborate with school leaders, the AIG Coordinator, curriculum coaches, and the MTSS Coordinator. During these sessions, teams analyze formative and diagnostic data to identify students' readiness levels and guide instructional planning.

High-quality resources are essential to effectively support the needs of both students and staff. In the first year of this AIG plan cycle, the AIG Coordinator will begin curating a comprehensive library of differentiated materials, including tiered lesson plans, enrichment resources, and scaffolding supports. Additionally, tools for flexible assessment—such as choice boards, rubrics, and student self-assessments aligned with NCSCOS—will be shared in our Google Drive, providing accessible examples that can be readily used or adapted.

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

Falls Lake Academy believes that tailoring teaching methods and materials to meet diverse student needs is essential for effective learning. To do this well, teachers need to gather and use various types of student information. Teachers have opportunities to plan for diverse instructional practices by collaborating with their peers at grade-level, or department PLCs.

- Teachers use the following data to group students by readiness levels and adjust content complexity accordingly:
  - Formative assessments such as quizzes, exit tickets, and class discussions help teachers identify current understandings and misconceptions.
  - Summative assessments such as end-of-unit tests provide insight into overall mastery and help adjust future instruction
  - Diagnostic assessments uncover strengths and areas for growth before instruction begins.

- Past performance, standardized test scores, and report card data reveal patterns in achievement over time.
- Standardized aptitude tests such as the CogAT or Naglieri Nonverbal Ability Test can identify gifted learners, students with strong reasoning skills, or those who might struggle with certain types of thinking tasks.
- Standardized achievement tests such as EOG or IOWA highlight which students have mastered content and which need additional support or enrichment.

- Student learning profiles and interest surveys inform choices in texts and projects that connect to students' lives, increasing motivation and engagement. They also help plan instructional approaches to suit different learning preferences, such as hands-on activities, visual aids, and technology integration.

Analyzing data about AIG students' identified abilities, readiness, and interests is essential for selecting effective instructional strategies for AIG students. This data informs instructional planning in the following ways:

- For students with high cognitive aptitude, areas of advanced understanding, and problem-solving capabilities, the following instructional strategies are suggested:
  - curriculum compacting - students skip content they have already mastered to free up time for enrichment and extension activities
  - acceleration - allowing a student to move through the standard curriculum at a faster pace than typical for their age or grade
  - independent projects - self-directed learning experiences that give student the freedom to move at their own pace and explore higher-level concepts
- For students excelling in classroom performance, diagnostic data, and standardized test results, the following instructional strategies are suggested:
  - tiered assignments - tasks at varying levels of complexity that match students' current skill levels
  - flexible grouping - students are groups with peers at a similar level of understanding
  - pre-assessments - used to avoid repetition and tailor instruction to the students' current level of understanding
- For students that show significant interest in certain topics, themes, or activities, the following instructional strategies are suggested:
  - interest-based learning - incorporate student-selected topics into assignments or projects to deepen engagement
  - choice menus - offer varied options for demonstrating understanding or applying skills

- passion projects - connect learning to authentic issues or challenges that matter to students

To support AIG students at FLA with rigor, depth, and complexity, the following evidence-based instructional strategies are required:

- Project-based learning (PBL)
  - Students engage in exploring real-world problems and challenges over an extended period. PBL encourages critical thinking, provides opportunities for student choice and voice, and allows students to to delve deeply into content areas.
- Tiered Assignments
  - Different levels of tasks are designed to meet varied levels of readiness for the same essential content, allowing students to work on more advanced or abstract tasks aligned with their abilities.
- Curriculum Compacting
  - Instruction is streamlined by eliminating content students already know, and frees up time for enrichment activities or independent projects.

The following evidence-based instructional strategies are strongly encouraged, and will be a focus of professional development during this AIG plan cycle:

- Socratic Seminars
  - Students participate in discussions to stimulate critical thinking. It encourages students to deeply analyze complex texts.
- Depth and Complexity Icon (from Sandra Kaplan's work)
  - Visual prompts are used to think like experts and explore content through different lenses like Patterns, Trends, and Ethics. Students benefit by gaining depth and complexity in explored content.

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

The AIG Coordinator will work closely with classroom teachers to tailor instruction that meets students' diverse ability levels through differentiated curriculum and instructional strategies and resources. By employing and sharing a variety of evidence-based resources specifically designed for gifted learners, the AIG teacher will support student learning that is responsive to each learner's identified abilities, readiness, interests, and learning profiles.

K-2 Resources

- Kindergarten P.E.T.S by Sandy Wyatt and Dodie Merritt

- Primary Education Thinking Skills 1, 2, & 3 by Jody Nichols, Sally Thomson, Margaret Wolfe, and Dodie Merritt
- Primary Grade Challenge Math by Edward Zaccaro
- University of Cambridge NRICH (developing mathematical reasoning, fluency, and confidence)
- Project M2: Mentoring Mathematical Minds

Grades 3-5 Resources

- Junior Great Books Levels 3, 4, and 5
- Jacob's Ladder Higher Level Reading and Comprehension Skills for Grades 3, 4, and 5
- Upper Elementary Challenge Math
- Challenging Minds by Lynne Kelley
- Project M3: Mentoring Young Mathematicians
- University of Cambridge NRICH (developing mathematical reasoning, fluency, and confidence)

Grades 6-8 Resources

- Jacob's Ladder Higher Level Reading and Comprehension Skills for Grades 6, 7, and 8
- Challenge Math for the Elementary and Middle School Student
- University of Cambridge NRICH (developing mathematical reasoning, fluency, and confidence)
- William and Mary Language Arts Units for Grades 6-8

Grades 9-12 Resources

- College Board: AP Classroom
- CommonLit
- University of Cambridge NRICH (developing mathematical reasoning, fluency, and confidence)
- Self-selected courses aligned with student interests, strengths, and needs

- Honors and AP courses
- NC Virtual Public School
- VGCC Career and College Promise Dual Enrollment

Additionally, the AIG Coordinator will increase awareness and support of the social and emotional needs of the AIG student by sharing affective curricular and instructional practices with classroom teachers and other school personnel. The school counselors will serve AIG students during check-ins to address topics related to struggles encountered as a gifted learner, providing strategies and helpful suggestions for students on how to address problems. The counselor will use student input to select topics for small group sessions if needed, and will also provide information and feedback to the classroom teacher on ways to support the gifted learner.

Supporting the Social and Emotional Needs Gifted Students (K-8)

- At Fall Lake Academy, we support the needs of all our K–8 students through the Second Step Curriculum. This program also provides valuable benefits for our AIG (Academically or Intellectually Gifted) students in several key ways:

    - The lessons are thoughtfully structured, building upon one another in a logical sequence and offering clear, practical strategies for developing social and emotional skills. This can be especially helpful for gifted students who, despite their advanced intellectual abilities, may still struggle with reading social cues or managing intense emotions.
    - In addition, the curriculum emphasizes empathy and understanding diverse perspectives. These skills are essential for many gifted students, who may experience asynchronous development or face challenges such as perfectionism or heightened emotional sensitivity.
    - The curriculum encourages students to engage in self-reflection, helping gifted learners develop a growth mindset. This supports resilience, which is especially important for students who may face frustration or fear of failure due to perfectionism.

Supporting the Social and Emotional Needs of Gifted Students (Grades 9–12)

We recognize that gifted students have unique social and emotional needs, especially during the high school years. At FLA, we take a thoughtful and well-rounded approach to support their growth—not just academically, but also personally and socially. Here are

some of the ways we help our students thrive:

- Freshman and Senior Seminars: These special courses are designed to support students at key points in their high school journey. In Freshman Seminar, students build confidence, learn about healthy relationships, and start thinking about their future. In Senior Seminar, we help students prepare for life after graduation—whether they're heading to college, entering the workforce, or taking a gap year.

- Accountable Talk: We encourage meaningful classroom discussions that help students learn how to express their ideas clearly, listen to others, and think critically. This kind of respectful dialogue helps students grow socially and intellectually.

- Clubs and Peer Groups: Teachers are encouraged to create and support clubs or small groups where students can connect with others who share similar interests. These groups give gifted students a chance to build friendships and feel part of a community.

- Healthy Balance: While we challenge our students academically, we also encourage them to make time for extracurricular activities, creative pursuits, and relaxation. We believe balance is key to long-term success and well-being.

- Project-Based Learning (PBL): Many of our classes include real-world projects that help students develop empathy, teamwork, and a sense of social responsibility. These experiences allow students to make meaningful connections between what they're learning and the world around them.

Our goal, no matter the age of the student, is to create an environment where gifted students feel supported, understood, and empowered to grow in all areas of their lives.

* **Practice D**
Fosters the development of durable skills and mindsets which support post-secondary success. These skills include adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility.

Being a PBL school naturally integrates the development of durable skills because students are actively engaged in meaningful, collaborative, and self-directed learning experiences that mirror real-world challenges.

North Carolina's Portrait of a Graduate emphasizes exactly the durable skills and mindsets FLA wants to develop through Project Based Learning: adaptability, collaboration, communication, critical thinking, creative thinking, empathy, learner mindset, and personal responsibility are all wrapped up in their framework.

We can align PBL with NC's Portrait of a Graduate to foster those key skills in our students:

Portrait of a Graduate Competency	How PBL Fosters It
Adaptability & Resilience	Students encounter challenges and adjust approaches in project work. Reflection on setbacks builds resilience.
Collaboration	Team-based projects require sharing ideas, resolving conflicts, and leveraging diverse strengths.
Communication	Authentic presentations, reports, and digital storytelling develop clear, purposeful communication.
Critical Thinking & Problem Solving	Complex, open-ended problems require analysis, evaluation, and creative solutions.
Creativity & Innovation	Designing unique solutions and original products sparks creative thinking.
Empathy & Global Awareness	Projects with community or cultural focus build empathy and understanding of diverse perspectives.
Learner's Mindset	Reflection, self-assessment, and embracing challenges support lifelong learning habits.
Personal Responsibility & Integrity	Students take ownership of roles, deadlines, and

ethical project conduct.

In addition to PBL, Falls Lake Academy has some key enrichment and extracurricular activities that foster durable skills.

2. Academic Contests (Robotics, Math and Science Olympiad)

- Skills developed: Problem-solving, analytical thinking, teamwork, creativity, perseverance.
- Why: Tackling complex problems and designing solutions requires collaboration and innovation.

3. Student Government and Leadership Organizations

- Skills developed: Leadership, communication, organization, teamwork, responsibility.
- Why: Students practice decision-making, public service, and managing group dynamics.

4. Volunteer and Community Service Programs which are required at FLA

- Skills developed: Empathy, teamwork, communication, adaptability, cultural awareness.
- Why: Engaging with diverse populations and real-world problems builds interpersonal and organizational skills.

5. Arts and Music Programs (Theater, Band, Visual Arts)

- Skills developed: Creativity, discipline, collaboration, emotional expression, focus.
- Why: The arts encourage innovative thinking and often involve working closely with others.

6. Sports Teams and Physical Activities

- Skills developed: Teamwork, leadership, discipline, time management, resilience.
- Why: Competitive and cooperative play builds social skills and physical/mental stamina.

7. Yearbook Team

- Skills developed: Communication, critical thinking, organization, creativity.
- Why: Writing clearly and compellingly is key for many durable skills. Yearbook creation is a team effort — you work with writers, photographers, editors, designers, and teachers. Being able to communicate clearly, compromise, and cooperate is key

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

Differentiating classroom curriculum and instruction means consistently gathering information about students' learning and using it to tailor teaching methods, content, and activities to meet individual student needs. At Falls Lake Academy, formative assessment is expected to occur daily. This can be accomplished through pre-tests, exit tickets, quizzes, think-pair-share activities, journal responses, and quick-writes, among other strategies. The primary purpose of formative assessments is to guide day-to-day instruction and provide immediate feedback to students.

In contrast, summative assessments are used as culminating evaluations of student learning, typically administered at the end of a unit. These assessments may include unit tests, projects, essays, or standardized tests. The purpose of summative assessments is to inform future instructional planning based on identified student needs.

All FLA students are screened multiple times during the school year using tools such as iReady diagnostics, mClass DIBELS, and NC Check-ins. These assessments, along with classroom data, contribute to a comprehensive learning profile for each student. During Data Days, teachers, principals, and instructional leaders use this information to form flexible groupings.

As teachers collect both formative and summative data, they should analyze it to track student progress, identify learning patterns, and create learner profiles. Collaborating within Professional Learning Communities (PLCs) allows teachers to discuss these findings and determine which students are ready for enrichment and which require scaffolding. Differentiation should be directly informed by this data.

Adjustments may be made in several areas:

- Content: Providing higher Lexile-level passages, alternative resources, or compacted curriculum.

- Process: Modifying how students engage with material, such as using tiered assignments.
- Product: Varying the ways students demonstrate their learning.

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

At Falls Lake Academy, we're committed to helping every student thrive—especially those identified as academically or intellectually gifted (AIG). To meet their unique needs, we use a team-based approach that brings together educators, specialists, and families to create learning experiences that are challenging, engaging, and tailored to each child.

1. Working Together to Support Gifted Learners

A wide range of staff members collaborate to support AIG students, including:

- Classroom teachers
- AIG Coordinator
- School counselors
- Exceptional Children (EC) staff (for students who are both gifted and have special learning needs)
- Instructional coaches
- Principals
- MTSS (Multi-Tiered System of Supports) Coordinator

These team members meet regularly through:

- Grade-level or subject-area planning teams (PLCs)
- Curriculum planning sessions
- Data Days meetings
- AIG program planning

- MTSS team discussions

2. Tailoring Learning for Gifted Students

Through collaboration, our educators:

- Use assessment data and classroom observations to understand students' strengths, interests, and learning needs
- Group students flexibly for enrichment or acceleration within and across classrooms
- Compact content students have already mastered, so they can move forward or explore topics more deeply
- Design tiered assignments and creative projects that challenge students to think critically and apply their learning in meaningful ways

3. The Role of the AIG Coordinator

Our AIG Coordinator is a key support for teachers and students by:

- Co-planning and modeling differentiated lessons with teachers
- Helping teachers use student data to guide instruction
- Providing resources and training on best practices for gifted education

4. Supporting Twice-Exceptional (2e) Students

Some students are both gifted and have learning differences. These students—called twice-exceptional or 2e—receive support from both the AIG and EC teams. Together, they:

- Develop individualized plans (IEPs or 504s) that include both support and challenge
- Communicate regularly to adjust services as students grow and their needs evolve

5. Partnering with Families

We believe parents and guardians are essential partners in supporting gifted learners. We engage families through:

- AIG service plans and parent-teacher conferences
- Student presentations of learning
- Informational sessions about gifted education and how to support learning at home

6. Leadership Support for Gifted Education

Our school and district leaders help make this collaborative approach possible by:

- Providing time for teachers to plan together and attend professional development
- Encouraging communication between grade levels to ensure learning is connected and continuous
- Promoting a school culture that values creativity, critical thinking, and academic challenge for all students

*** Ideas for Strengthening the Standard**

Additional training and administrative support are essential to secure teacher buy-in for using pre-assessments and implementing truly flexible grouping.

Planned Sources of Evidence

*	meeting minutes
*	PD schedule
*	assessment data

Documents

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

Standard 4: Personnel and Professional Development

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

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

Falls Lake Academy employs an an AIG licensed AIG Coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan. Under the direction of the Executive Director and MTSS Coordinator of FLA, the AIG Coordinator is responsible for the academic, intellectual, social, and emotional needs of all gifted learners. They are to coordinate all aspects of the K-12 AIG program including delivery of instruction, supporting regular classroom teachers with AIG services, and organizing schedules for AIG students. The AIG coordinator will provide instruction to students or plan differentiated independent study based on their identified needs. Finally, it is the responsibility of the AIG Coordinator to organize AIG screenings/testing to identify students for AIG services and coordinate professional development opportunities for staff members.

* **Practice B**
Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, and social and emotional needs of K-12 AIG students and supports the implementation of the local AIG program and plan.

The AIG Coordinator at Falls Lake Academy, with support from school directors and counselors, is responsible for the academic, intellectual, social, and emotional needs of our gifted students at the elementary, middle and high school levels. Primary responsibilities include:

- Directly providing services and resources to students.
- Provide support to teachers in their classroom through planning, coaching, and modeling
- Meet with principals to determine school needs in regards to the AIG program areas
- Coordinate and provide ongoing staff development opportunities
- Oversee the development and implementation of the differentiated curriculum
- Oversee the planning and implementation of the school’s AIG plan
- Communicates with schools, outside agencies, and others regarding AIG program policies, procedures, and concerns
- Serves as liaison between the AIG program and NCDPI

- Represents the AIG program at local, regional, state, and/or national meetings
- Maintains electronic and hard copy data on identified AIG students to include accurate Child Count
- Meet with teachers during grade level planning to assist with differentiation strategies
- Stay abreast of research based instructional strategies by attending professional development sessions and reading professional educational research
- Coordinate all AIG referral, screening and identification procedures
- Ensures that all AIG folders and paperwork are in compliance
- Develop partnerships with and communication strategies for families and the community to support the AIG program
- Oversees the AIG budget, purchasing of equipment, curriculum materials and office supplies for the AIG program areas

* **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.

An AIG Refresher is provided for administrators, teachers, student services personnel, and instructional specialists at the start of each school year to address the specific needs and challenges of AIG learners. Information about the following topics will be presented:

- State definition of AIG, with an emphasis on these elements: "students perform or show the potential to perform" "compared with others of their age, experiences, or environment" "require differentiated educational services" "students from all cultural groups, across all economic strata".
- Characteristics of gifted learners versus high achievers
- Equity and Excellence - A Call to Action
- Screening and identification procedures
- Awareness of the responsibilities of Regular Education and Support Staff in the Local AIG Plan which include:
  - ability to recognize giftedness
  - submitting referrals, providing work samples or observations
  - equity and access

- differentiated instruction
- professional development
- collaborating with AIG Coordinator
- awareness of social and emotional needs of gifted learners
- helping with universal screenings and data collection

During the course of the school year, the AIG Coordinator will provide PD during grade level or department PLC meetings monthly. Topics may include, but are not limited to:

- Instructional Strategies
  - Basic Differentiation
  - Questioning
  - Tiering Assignments
  - Curriculum Compacting
  - Independent Studies
  - Seminars
  - Concepts and Concept Development
- Social and Emotional Awareness
  - characteristics of gifted students
  - overexcitabilities and intensities
  - asynchronous development
  - perfectionism and underachievement

* **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.

When possible, students will be clustered in each grade level with teachers that have AIG licensure. If there is not a certified AIG teacher at a given grade level, EVAAS growth data will be used to determine the best placement. High school teachers that teach AP courses are required to be AP trained. All FLA staff members are encouraged and supported in their effort to complete AIG add-on licensure. Currently in North Carolina, a teacher can add Academically Gifted (88087) as an area to his or her license only if fully licensed in another area. AIG add-on licensure may be obtained through one of the following pathways described below:

- Coursework via an Accredited Institution of Higher Education
- Competency-Based Assessment via the Gifted Education Praxis (5358)

Upon completion reimbursement will be provided for all fees accrued and a $1000 stipend will be awarded.

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

All FLA staff members are encouraged and supported in their effort to complete AIG add-on licensure. Currently in North Carolina, a teacher can add Academically Gifted (88087) as an area to his or her license only if fully licensed in another area. AIG add-on licensure may be obtained through one of the following pathways described below:

- Coursework Via an Accredited Institution of Higher Education
- Competency-Based Assessment via the Gifted Education Praxis (5358)

Upon proof of completion—evidenced by either a certificate of coursework or a passing Praxis score—reimbursement will be provided for all accrued fees, and a $1,000 stipend will be awarded. In an effort to retain teachers with add-on licensure, a commitment contract with a monetary incentive will be considered. For staff not pursuing add-on licensure, Continuing Education Units (CEUs) can be earned by viewing and completing reflections on the AIG Booster Shots available on the NCDPI website.

To prioritize candidates with AIG (Academically or Intellectually Gifted) licensure during hiring, we will

include questions that ask candidates to describe their AIG training, licensure status, and experience with gifted learners.

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

To promote equity and excellence in the professional development FLA's staff should be comprehensive, reflective, and data-informed. Key areas of focus include, but are not limited to:

- training on how culture, language, and socioeconomic factors impact identification and support of AIG students
- validating diverse expressions of giftedness
- strategies to engage underrepresented students in rigorous, enriched learning.
- the use of multiple criteria and universal screening tools to reduce bias
- case studies on underrepresented populations
- examine gaps in success by subgroup
- characteristics of twice exceptional students and inclusive practices

Fall Lake Academy has built multiple professional development (PD) days into the school-year calendar to support ongoing teacher training. Additionally, the AIG Coordinator, administrators, and cluster teachers regularly attend the annual state AIG conference, while the AIG Coordinator is also provided the opportunity to participate in the national conference each year. Common planning time is scheduled for grades K–8, and departmental planning is structured for grades 9–12. These structures enable the AIG Coordinator to identify staff development needs, lead PD sessions , and reflect on instructional implementation. The School Improvement Team also analyzes disaggregated data to monitor progress toward achieving student growth. At FLA, there is a strong commitment to continually evaluating current policies and practices to ensure all students are supported and challenged.

* **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.

Professional development at FLA is driven by student performance data and faculty needs. It is consistently and strategically aligned with the goals of our AIG program and current best practices. The following high-priority goals from our Local AIG Plan guide the alignment of our professional development opportunities. Time to practice, reflect, and share successes and challenges will be incorporated into the PLC structure already in place at FLA.

- Use of Kilgore Observation Inventory
- Characteristics and types of gifted learners
- MTSS - Integration of AIG services, specifically high-quality differentiated instruction, through collaboration between classroom teachers and AIG Coordinator
- Differentiation for gifted learners
- Gifted learners require more depth, complexity, and pace in instruction, not more work

- Depth and Complexity Framework
- Independent Learning Contracts
- Implement independent learning contracts that promote student autonomy, responsibility, and personalized learning paths. Professional development opportunities focus on helping teachers create meaningful contracts that align with students' strengths, interests, and academic goals, ensuring rigorous and relevant learning experiences for gifted students
- Choice Boards to offer autonomy, challenge, and creative expression
  - differentiated by interest
  - includes Bloom's Taxonomy levels
  - student designed options
- Equity and Excellence
  - Twice exceptional students
  - gifted characteristics to look for in Multilingual Learners (ML).

*** Ideas for Strengthening the Standard**

Continue ongoing PD
Educate teachers on the pros of being AIG certified

Planned Sources of Evidence

*	PD presentations
*	record of licensed AIG teachers
*	impact of new identification tools

Documents

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

Standard 5: Partnerships

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

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

- academic and intellectual
- social and emotional.

To foster new partnerships and strengthen existing ones, the AIG Coordinator will provide regular updates to the Fall Lake Academy (FLA) website. These updates will include information on student identification, available services, and assessment processes. At the beginning of the school year, an informational meeting open to all parents will be held to introduce the AIG program and invite volunteers to serve on the AIG Advisory Board.

In an effort to build meaningful, ongoing partnerships with parents, families, and community members, the AIG Coordinator will actively seek input regarding their interests, hobbies, and preferred methods of involvement in supporting gifted education. Suggestions are welcomed and new ideas are always encouraged.

Information about the AIG program and upcoming events is communicated through multiple channels, including the weekly Firebird Family Update emails, The Screamer newsletter, Personal Adult Advocate (PAA) contacts, and the AIG webpage. The AIG Coordinator/Teacher is also available during Open House, Curriculum Night events, and parent-teacher conferences to support students and their families.

The goal of these two-way partnerships between FLA and families is to support the academic, social, and emotional development of AIG students. During meetings and conferences, families are provided with reading materials that explain common characteristics of gifted children, such as asynchronous development, heightened sensitivities, and perfectionism. Additionally, opportunities for students to engage with intellectual peers through clubs, camps, and enrichment programs are promoted and encouraged. Opportunities for honors classes and accelerated courses, as well as information about the North Carolina School of Science and Mathematics, and the Governor's School, are shared with students and families.

* **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.

Partnerships that have been established between FLA and the Community include:

- Vance-Granville Community College (VGCC) provides dual enrollment college courses through NC Career and College Promise.
- Each separate school within FLA collaborates to enrich student experiences across grade levels in a variety of ways. These include, but are not limited to, high school students serving as reading buddies and physical education instructors for elementary students; middle school students acting as weather experts to kick off lower elementary's weather unit; and students designing fidget toys to present to upper elementary peers. We've even had second graders share brochures they created with high school health students to remind them of healthy choices.
- State Employees Credit Union provides guest speakers in the areas of economy and finance.
- Mayors from Butner, Creedmoor, and Oxford all all student tours and speak to students about government.
- Local business entrepreneurs share their journey and offer advice to students in sixth grade who then make, market, and sell their wares at the Firebird Flea Market. Monies made are returned to the community by way of charitable donations.
- Veterans of Foreign Wars offer scholarships for Patriot's Pen essay contest for middle school students.
- Local lawyer assists with mock trial for AP Government.
- Butner-Creedmoor News covers and showcases Presentations of Learning across grade levels.
- Elementary students partner with Butner Church Council Food Pantry and Community Partners for Hope in Henderson to give back to the community.
- Many local businesses and organizations have been open to having high school juniors and seniors interview leaders, and use them as experts as they plan, research, and implement their plan for their Senior Capstone Project. These include, but are not limited to:
  - Tru Nutrition
  - Camp Butner
  - Granville County Historical Society
  - Altec INC.

- FLA families share expertise in a variety of ways to enrich experiences for students across all grade spans. Community Day and Job Fair presenters include but are not limited to:
  - banker
  - district court judge
  - dermatologist
  - dental hygienist
  - structural engineer
  - electician
  - forensic scientist
  - pediatrician
  - veterinarian technician
  - truck driver
  - HVAC technician
  - truck driver
  - cosmetologist

* **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.

Falls Lake Academy establishes an advisory group to develop, implement, monitor and revise the local AIG plan. The advisory board will consist of AIG parents/guardians from each grade span, the AIG Coordinator, AIG/Cluster teachers from the grade level divisions (K-3, 4-8, 9-12), other support staff, and interested community members. Members will reflect the diversity of FLA. Meetings and materials will be translated as needed. The Advisory Committee will meet at least 2 times each year to review current policy, programming, and parent education opportunities. More meetings will be held during a plan-writing year. A virtual meeting format will be offered so that members are able to participate regardless of their location or schedule. Members will be asked to serve on the committee for a term of two years. Topics for discussion can include community partnership opportunities, gifted education research

and opinions, review of stakeholder feedback, and possible policy changes. The program and all policy changes suggested by the committee must be approved by the Board of Directors for FLA.

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

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

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

- Firebird Family Weekly Update batch emails inform all families of upcoming meetings and/or events. These may include upcoming Advisory Board meetings, Presentations of Learning, informational sessions, and upcoming screeners.
- FLA School Website provides access to a calendar of events and provides links to documents for students and families available in English and other languages to represent our student population. The school website has a separate page for student services, which includes a tab for AIG. The Local AIG plan will be found here, as well as pamphlets that outline program services available at each school (grade span). The high school webpage has additional links for students and families to access advanced learning opportunities such as dual enrollment options, Governor's School, and North Carolina School for Science and Math. All digital resources are also available in print.
- The Screamer (school newsletter) is sent monthly and includes an AIG corner where "Did you know?" tidbits about gifted learners are shared. This is also used to advertise any upcoming events related to the local AIG plan, policies that may have an impact, and advanced learning opportunities and events..
- PAA (Personal Adult Advocate) monthly contact - Every family is contacted in person, by phone call, or by email. This provides an opportunity for questions or concerns to be raised related to any area, including gifted identification and service delivery.

*** Ideas for Strengthening the Standard**

Make use of advisory board to strengthen partnerships to form job shadowing opportunities for high school students.

Planned Sources of Evidence

*	list of presenters from the community
*	copies of flyers and newsletters

*	advisory board minutes

Documents

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

Falls Lake Academy (39A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 6: Program Accountability

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

* **Practice A**

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

Falls Lake Academy develops a written AIG plan to describe the AIG program, in accordance with state legislation and SBE policy (N.C.G.S. 115C-150.5-.8 {Article 9B}). The AIG plan for Falls Lake Academy was written with collaboration between the AIG Coordinator, Executive Director, school principals, counselors, curriculum specialist, and MTSS Coordinator. To inform the plan, a self-assessment is completed by the AIG Coordinator, who then communicates priority standards with the team. Suggestions made about the previous three-year plan from the Office of Advanced Learning and Gifted Education team, and feedback from program stakeholders were used to guide these priorities as well other revisions and additions to the plan. In addition to the self-assessment, the Coordinator attends state and regional meetings to support the AIG Plan development and improvement. Our team believes this AIG plan supports Falls Lake Academy's mission to create a challenging learning environment while striving to meet the academic, social and emotional needs of our learners. The final draft of the AIG Plan is submitted to the Falls Lake Academy Board of Directors for approval in May, and then to the NCDPI for review and comment in June.

* **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.

Based on the components of the AIG plan, a checklist will be developed by the AIG coordinator for each stakeholder. These include the Executive Director, each school principal, classroom teachers, counselors, and student support personnel. This checklist will be provided at the beginning of each school year with a suggested timeline. This will serve as a reminder of their role in the plan and will provide opportunities for each to reflect on what's working and what can be improved. Collaborative discussions are purposefully scheduled at PLCs, Administrator meetings, MTSS meetings during the school year. The Coordinator assembles a binder divided by plan standards to document and provide evidence of implementation. The plan-writing team works together to complete interim reports provided by NCDPI to assess progress towards program implementation, and the AIG Coordinator provides program monitoring updates to the Board of Directors through every Spring.

* **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.

Falls Lake Academy develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the local AIG plan. With the Executive Director, the AIG Coordinator will annually review the AIG budget and ensure that AIG funds

are being used to support AIG program goals for FLA. The AIG Coordinator will examine materials and learning opportunities to enhance lessons and to build upon student interest. Staff development needs will be considered as a budget is created. AIG Coordinator will meet with the finance committee in January of each year to communicate budget priorities. An AIG line item will be created within the instructional supply budget so that expenditures can be monitored.

* **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.

Falls Lake Academy actively monitors and analyzes a wide range of student achievement and growth data, including annual dropout data for AIG students. This data is intentionally disaggregated to uncover patterns and trends over time, guiding mindsets, policies, and practices that promote both equity and academic excellence.

At the elementary and middle school levels, educators participate in a structured process known as “Data Days,” during which they examine student performance across multiple assessments, including End-of-Grade (EOG) tests, Beginning-of-Year (BOY) Reading assessments, DIBELS (Dynamic Indicators of Basic Early Literacy Skills), i-Ready Diagnostic results, and NC Check-Ins 2.0. Grade-level teams collaborate with school leaders, including the director, MTSS coordinator, curriculum specialists, EC Director, AIG Coordinator, and interventionists, to analyze the data and make informed instructional decisions.

At the high school level, this practice is evolving: the English department has initiated its own “Data Day” focused on CommonLit assessments, and the Math department is planning a similar approach. Across all grade levels, the goal remains consistent—to identify trends, address learning gaps, and tailor instruction to meet the diverse needs of every student.

To support these efforts, Falls Lake Academy has built time into the daily schedule for targeted intervention and enrichment in grades K–12. Student groupings for this period are directly informed by the insights and action steps developed during Data Days, ensuring instruction is responsive and data-driven at every level. AIG students are scheduled with the AIG teacher, or in a flexible group with their classroom teacher during their intervention time.

In addition to Data Days, the AIG Coordinator collects other indicators of student performance, growth, and achievement. These include:

- EVAAS growth reports for student groups
- College acceptance information
- Scholarship information
- Successful AP completion rates
- High School drop-out data for AIG students, if applicable.
- Number of students participating in dual enrollment and their earned credits

Data collected each year will be used to make decisions regarding staff development for teachers, budget needs for resources and service delivery for students. Student achievement data will be shared with parents, students, administrators, teachers, and with the Board of Directors.

* **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.

Falls Lake Academy has developed a system for monitoring representation, retention, and performance of underrepresented populations within the AIG program. This system ensures that all student groups have equitable access to gifted education services and that data drives continuous improvement.

A data tracking system is maintained and updated regularly by the AIG Coordinator. Data includes:

- student identifiers (name/ID)
- demographic indicators: race, ethnicity, gender, ML status, and exceptionalities
- referral sources
- identification outcomes and AIG service delivery
- retention data: years in program, exit reasons
- performance indicators

Data is disaggregated by student subgroups to monitor:

- Representation in referral and identification stages
- Service patterns by subgroup (e.g., type, frequency)
- Retention and attrition of identified students from underrepresented backgrounds

- Academic performance trends of identified students from these groups

Trends are reviewed annually to ensure fidelity in equitable identification and services.

Annual equity reports are compiled and presented to:

- MTSS Committee
- The AIG Advisory Committee
- FLA Administrators and Board of Directors

Findings inform updates to the local AIG Plan and influence program decisions. Stakeholders use the data to identify gaps in access or performance, identify professional development needs, revise screening and identification procedures, and adjust services to fit the needs of students.

* **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.

AIG Coordinator collaborates with FLA's Executive Director to maintain an accurate list of personnel credentials of personnel serving K-12 AIG students. In collaboration with counselors and school level principals, appropriate placement decisions are made for AIG students. Needs of the school AIG program will be reviewed each year with the school board and principals so that informed hiring decisions are made and support is offered to any teacher interested in pursuing add-on licensure in the area of gifted education.

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

In May of each year surveys that align with program goals will be sent to AIG students, their teachers, and families to evaluate the effectiveness of the AIG program. In addition, every student at FLA is assigned a Personal Adult Advocate (PAA) that is in contact with families no less than one time monthly. This regular communication offers feedback regarding student support services in all areas, including the effectiveness of the AIG program.

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

Falls Lake Academy is committed to transparency and collaboration in the evaluation and continuous improvement of its AIG services. Results of the annual survey will be reviewed by the AIG Team and presented at administrative meetings. Annual PLC evaluations will include feedback regarding effectiveness of cluster groupings and professional development offerings. Based on feedback, changes that need to be made to the plan will be suggested. The AIG Coordinator and Executive Director will present

suggested changes to the Board of Directors for approval. A summary of data collected and any changes made will be posted on the schools AIG page. In addition, an updated AIG program brochure will be distributed with end-of-year report cards.

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

Student records are handled with care for privacy at FLA. Parents are involved during the screening, referral, and identification process. Parents must provide consent for testing and are encouraged to provide other information (i.e., checklist) regarding their child. Forms for testing explain the consent which they are providing. The AIG Coordinator keeps parents aware of testing procedures and where their child is in the process. Testing results for those who qualify for services are shared with parents through confidential placement meetings. Testing results for children who do not qualify for services are mailed to parents with an option of meeting with the AIG Coordinator to discuss testing and other criteria that were used in the process of determining placement status. For each student who is recommended for testing and for those tested, a confidential folder is created. For students who do not qualify for gifted services at the time, a "Does Not Qualify (DNQ)" folder is created and stored by the AIG Coordinator. This folder follows the child as long as he/she is enrolled in FLA. Conferences with families of students who did not qualify for AIG are held, if requested, after evaluation results have been shared. If families request a reevaluation, the GTI Team will meet to determine retest eligibility. If the team is in agreement, a rescreening will be conducted by the AIG coordinator. The DEP and all documentation collected is stored in the AIG "Active" confidential folder. As annual DEP meetings are held, updated DEPs and any other pertinent information should be placed in the folder.

Copies of "Active" folders will be made for parents upon request. These folders will be stored in a safe and secure environment. If an identified student with an "Active" folder moves out of Falls Lake Academy, a copy of the confidential folder should be given to the parent. The original folder should remain with the AIG Coordinator. The status of the folder will become "Inactive." If the receiving school formally requests records, a copy should be made and provided to the receiving school. The original copy of the folder should remain with the AIG Specialist at the school. “Inactive” folders will be shredded after a period of two years.

Students who transfer from other districts with no prior AIG identification must be enrolled and actively attending FLA before the student can be nominated. The School Based AIG Identification Committee will meet to review all records of transfer students. The meeting should be held 30 days after receipt of school records documenting previous AIG services. The AIG nomination/referral procedures will then be followed.

Students who transfer from other districts and have official documentation that they were identified and served in an AIG program, will be served in the areas of reading and/or mathematics, depending on the subject areas in which the student was identified by

the previous district. If the student has evaluation results that are not more than one calendar year old and the student was not identified for a gifted program at his or her prior school system, then the evaluation results may be used to help determine AIG eligibility after enrollment at FLA.

Students who transfer from other districts with no prior AIG identification, but have prior identification tests and scores from the previous district that meet FLA AIG identification criteria will receive AIG identification at FLA.

If parents have a dispute with the application of FLA's AIG identification criteria, process, or procedure as it applies to their child, parents may take the following steps:

1. Meet with the AIG coordinator to seek further information and understanding.

2. If this meeting does not lead to a resolution, parents should document their concerns and request a meeting with the GTI Team, the student's Personal Adult Advocate (PAA), and the principal.

3. In the event that this meeting does not resolve the dispute, the FLA board policy for grievance procedures (1.7430) below should be followed.

4. If the issue is not resolved at step 3, either meet with the Executive Director informally or file a formal written grievance with the Director that a decision made by a school employee has adversely affected the person making the complaint.

*If steps one through four above do not provide resolution, or if you have a grievance against the decision made by the Executive Director, follow step 5.

5. File a formal grievance with the FLA Board of Directors. All formal grievances must be filed in writing within 20 days of the Director's notification of his/her findings and/or steps in response to your conversation(s) with him/her at step four. All formal grievances must include the following information:

- Name of the staff member or other person whose decision or action is at issue, or against whom the grievance is being filed.
- Specific decision(s), action(s), or physical condition at issue.
- The Board policy, state or federal law or regulation, or State Board of Education policy or procedure which you believe has been misapplied, misinterpreted, ignored or violated.
- Specific resolution which you desire.

Once a formal written grievance is filed within the 20-day time limit which contains all the above pertinent information, the Board will respond within 10 days with a written response.

1. In the unlikely event that the Board's response does not resolve the issue, you are entitled to an Appeal. Such appeals must be filed in writing within 5 days of your receipt of the step 5 response. The Board may either convene a full Board hearing or consider the Appeal in a regular or called meeting, at its discretion. Once the Board considers an Appeal, its subsequent decision is the final administrative remedy and the resulting decision is final.

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

*** Ideas for Strengthening the Standard**

Moving to digital records would enhance AIG program accountability by improving accuracy, ensuring consistent documentation, enabling real-time monitoring, and streamlining compliance—ultimately supporting better student outcomes and more equitable service delivery.

Planned Sources of Evidence

*	student records
*	board policy
*	survey results

Documents

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

Local Board of Education Approval

Falls Lake Academy (39A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:
06/16/2025

AIG Related Documents

Falls Lake Academy (39A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Required Documents		
Type	**Document Template**	**Document/Link**
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	Local Board of Education Approval Template	Local Board of Education Approval Signatures

Optional Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 1 Additional Resources	N/A	Glossary of Terms
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	

Falls Lake Academy (39A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Phrase	Definition