

Mission/Vision Statement and Funding

NC Virtual Academy (00B) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* LEA Superintendent's Name:

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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)

NC Virtual Academy has developed this local AIG plan based on the NC AIG Plan 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 Plan standards encompass six principal standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs aligned to NC's AIG legislation, Article 9B (N.G.C.S. 115C150.5). These best practices help 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 LEAs local board of education or charter school's board of directors and sent to NC DPI for comment.

For the 2025-2028 school year, NC Virtual Academy's local AIG plan is as follows:

Mission:

NCVA is a community of students, families, and educators dedicated to expanding educational choice through innovative and technology rich instructional practices, and accountable for developing each student's full potential for academic and post-secondary success.

Vision:

As a full-time, statewide public charter school, NCVA will be a rich school community that uses innovations in technology to educate and bring a wide range of students, families, and educators together. The web-based and print curriculum will be high quality and align with the NC standards. NCVA will educate each student as an individual and will equip every student with the academic and nonacademic foundations needed for any post-secondary opportunity they wish to pursue.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 214,324.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification
NC Virtual Academy (00B) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0
Standard 1: Student Identification <i>The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.</i> * 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. NC Virtual Academy recognizes a responsibility to identify and serve students that demonstrate high aptitude, achievement, and/or ability that are significantly above those of their peers. The AIG Program has referral, screening, and identification procedures for all grade levels that are comprehensive and equitable. The program outlines the process for identifying and serving highly gifted students, including students already identified who transfer into NC Virtual Academy. The AIG Program conducts comprehensive screening measures to recognize children with outstanding potential who may be gifted. K-12 Referral Process Overview: Parents/Guardians, teachers, students, and other stakeholders may refer a student for gifted identification at any point in the student's educational career. When the referral is received, the AIG Committee will discuss available data for the student. Once the available data is reviewed by the committee, a referral decision will be made as to what additional steps are required and if there is a need for additional data collection. K-12 Screening Process Overview: The screening process is a continuous effort conducted multiple times throughout the year to identify students who may require differentiated services beyond the general education curriculum. The AIG Committee establishes and maintains a screening pool throughout the academic year to ensure ongoing evaluation. At the conclusion of each school year, the screening pool log is archived with AIG records for future reference. At the start of the new school year, the AIG Committee and AIG educators review the identification process with school staff, providing guidance on the definition of giftedness, characteristics of gifted students, relevant performance indicators, and available services. Following this training, teachers are encouraged to nominate students for screening and potential identification. Screening referrals may be submitted by school personnel, parents/guardians, students through self-nomination, and community members familiar with the student's academic abilities. K-2nd Grade Universal Screening and Referral Process for Nurturing Program Screener: When a student in grades K-2 is nominated by a parent/guardian, teacher, or other stakeholder, NC Virtual Academy will collect all available data using the early identification checklist as part of the screening process. This checklist may include, but is not limited to, data from the following sources: ▪ Formative Assessments ▪ Summative Assessments ▪ Standardized achievement assessments (AimswebPLUS) ▪ Student work samples

- Student observations

Students who demonstrate abilities well above that of their peers will be considered for the Nurturing Program.

3rd Grade Screening and Referral Process:

Screener: When a student in 3rd grade is nominated by a parent/guardian, teacher, self, or other stakeholder, NC Virtual Academy will collect all available data as part of the referral process. This data may include:

- Beginning of Grade State assessment results
- Grade level Formative and Summative assessments
- Historical data (grades, BOY's, test scores, etc.)
- Classroom work samples and observations
- Standardized achievement assessments (AimswEBPLUS)
- ACCESS Scores (for English Learners)
- Observations
- Project Based Learning Performance Tasks

Students who demonstrate abilities in the 95th percentile on state mandated assessments compared to their grade level peers will be referred for AIG testing and identification using the CogAT assessment.

4th-8th Grade Screening and Referral Process:

Screener: When a student in 4th-8th grade is nominated by a parent/guardian, teacher, self, or other stakeholder, NC Virtual Academy will collect all available data as part of the referral process. This data may include:

- Grade level Formative and Summative assessments
- Historical data (grades, EOG's, test scores, etc.)
- Classroom work samples and observations
- Standardized achievement assessments (AimswEBPLUS)
- ACCESS Scores (for English Learners)
- Observations
- Project Based Learning Performance Tasks

Students who demonstrate abilities in the 95th percentile on state mandated assessments compared to their grade level peers will be referred for AIG testing and identification using the CogAT assessment.

9th-12th Grade Screening and Referral Process:

Screener: When a student in 9th-12th grade is nominated by a parent/guardian, teacher, self, or other stakeholder, NC Virtual Academy will collect all available data as part of the referral process. This data may include:

- Grade level formative and summative assessments
- Historical data (grades, EOG's, test scores, etc.)
- Classroom work samples and observations
- Standardized achievement assessments (AimswEBPLUS)
- ACCESS Scores (for English Learners)

- Observations
- Project Based Learning Performance Tasks

Students who demonstrate abilities in the 95th percentile on state mandated assessments compared to their grade level peers will be referred for AIG testing and identification using the CogAT assessment.

*** 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.

NC Virtual Academy will ensure that all students have equitable opportunities for AIG placement. The AIG department will use multiple criteria to determine a student's eligibility outlined in Standard 1, Practice A. The goal is to create, revise, and maintain a consistent process for AIG identification for students in all grade levels utilizing nationally normed and research-based measures. NC Virtual Academy will conduct formal AIG screening beginning in the third grade.

Pathways to Identification:

Pathways consist of achievement and aptitude assessments, classroom performance, and observable characteristics as evidence of the need for differentiated services. Students must meet 2 out of the 3 criteria with at least one based on nationally normed standardized and aptitude assessment.

K-2 Identification for Nurturing Program:

Students who qualify for the Nurturing Program have scored within the 90th percentile compared to their grade level peers in at least two of the following area:

- Formative Assessments
- Summative Assessments
- Standardized achievement assessments (AimswEBPLUS)

3rd-12th Grade Identification Process:

Pathway 1: Academically Gifted (AI)

- 90th percentile or higher composite score on aptitude test AND 90th percentile or higher on a nationally normed achievement test.

Pathway 2: Intellectually Gifted (IG)

Students who qualify for Intellectually Gifted have met two of the criteria below:

- Achievement Score of 95th percentile or higher on at least one area of the aptitude test or
- 90th percentile composite score on aptitude test AND 90th percentile score on non-verbal aptitude subtest.

Pathway 3: Academically Gifted (AG, AR, AM)

Students identified as Academically Gifted in content areas of reading (AR), math (AM), or both (AG) have met at least two of the following criteria:

- Achievement Score of 90th percentile or higher on verbal or quantitative subtest
 - Achievement score of 95th percentile of higher on the End of Course or End of Grade
 - Above average achievement on the PSAT, SAT, and/or ACT may also be considered
- Additional artifacts may be collected and evaluated in lieu of testing on a case-by-case basis. These artifacts, both qualitative and quantitative, may include, but are not limited to:
- Observations
 - Original Research
 - Contests and Competitions
 - Other opportunities to show exemplary achievement outside of the classroom

Transfer of Identification:

Students transferring to NC Virtual Academy from another school may maintain their gifted identification. The Differentiated Education Plan (DEP)/Individual Differentiated Education Plan (I-DEP) will be reviewed to ensure continuity of services and will be revised to match the service options offered at NC Virtual Academy. Parents must present all information regarding the student's identification for differentiated services. If this documentation is not available, NC Virtual Academy's Registrar will reach out to the student's prior LEA to request their records.

Upon enrollment with NC Virtual Academy, students will receive appropriate services while the AIG committee reviews available records and collects any additional data needed to create the students Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (I-DEP). Students enrolling in middle or high school will be placed in academic classes based on their previous achievement history until more data can be collected.

Reassessment:

NC Virtual Academy will not re-evaluate students already identified for AIG services unless significant changes in a student's academic performance or other relevant data emerge. At this time, a reassessment may be considered to determine the need for adjustments in identification or services. Parents or teachers who observe such changes should reach out to the AIG Coordinator to schedule a meeting for a comprehensive review of the data.

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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.

NC Virtual Academy will ensure that AIG screening, referral, and identification procedures are responsive to under-represented populations based on the school's demographics to provide inclusive participation. NC Virtual Academy's AIG identification process is thorough and specifically designed to grant equal demographic access. NC Virtual Academy will utilize universal screeners, nonverbal sub scores, and referral practices that respond to ongoing academic talent searches. This includes cross-department collaboration, and existing student data including data for special education and multi-lingual programs. NC Virtual Academy is committed to providing opportunities to students, not barriers.

Special Programs will provide assistance to the AIG Coordinator and AIG Specialist to recognize Multi-Lingual (ML) and Exceptional Children (EC) students who show traits of giftedness.

LEA demographics:

Currently NC Virtual Academy has the following demographics:

42.70% White

29.59% African American

14.02% Hispanic/Latino

10.57% Multiracial

1.79% Asian

1.21% American Indian/Alaskan Native

0.12% Hawaiian/Island Pacific

Percent Ethnicity Identified as AIG							
	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female							
Male							
Total							

Percent of Total AIG Students Identified as Dual Exceptionality

*** Practice D**

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

Initial Assessment of Current Practices

The AIG Coordinator will:

- Conduct a comprehensive review of the existing screening, referral, and identification procedures across all grade bands, ensuring alignment with the NCDPI guidelines.
- Gather feedback from key stakeholders—school staff, parents, students, and school leadership—about the current effectiveness and consistency of the processes.
- Review school records to determine if screening, referral, and identification procedures align with NCDPI standards.

- Identify gaps or inconsistencies in the implementation of these procedures across all grade bands.

Timeline:

- Week 1-2: Conduct review and gather feedback from stakeholders.
- Week 3: Finalize report on current practices and identify gaps.

Outcome:

A comprehensive report detailing the current state of screening, referral, and identification practices, and recommendations for aligning with NCDPI guidelines.

Develop Comprehensive Guidelines for Screening, Referral, and Identification Procedures

The AIG Coordinator and/or AIG Specialists will:

- Develop and disseminate clear, school-wide guidelines for screening, referral, and identification procedures. These guidelines will ensure consistency across all grade bands.
- Create flowcharts, checklists, and standardized forms that can be used by all grade bands to help refer and identify gifted students according to set guidelines.
- Ensure that these guidelines are fully aligned with NCDPI expectations for each grade band and address specific considerations for NC Virtual Academy students.

Timeline:

- Week 4-5: Develop and distribute comprehensive guidelines and resources.
- Week 6: Provide tools (forms, checklists) for immediate use by grade bands.

Outcome:

Standardized guidelines, checklists, and forms that support consistent implementation of the screening, referral, and identification processes.

Process for Internal Auditing of AIG Records

AIG Coordinator and AIG Committee will:

- Develop an audit tool that evaluates whether records contain the necessary documentation (e.g., complete screening forms, referral packets, identification reports) for each student.
- Develop a process for internal auditing of AIG records across grade bands to ensure that screening, referral, and identification are implemented consistently and in accordance with the established guidelines.
- Conduct periodic audits of AIG student records to verify that referrals, screenings, and identification meet NC Virtual Academy's guidelines and NCDPI expectations.
- Ensure that any inconsistencies identified in the auditing process are addressed promptly through corrective actions and feedback to the schools.

Timeline:

- Ongoing (Quarterly Audits): Conduct internal audits on AIG school records.
- Annually: Provide an end-of-year report summarizing audit findings and recommendations for improvement.

Outcome:

A regular auditing process that ensures NC Virtual Academy maintains compliance with screening, referral, and identification standards.

Professional Development for Staff

AIG Coordinator, AIG Specialists, and School Administrators will:

- Provide professional development for all staff focusing on the screening, referral, and identification procedures to ensure consistency in implementation across the LEA.
- Provide professional development for all staff focusing on best practices for AIG students.
- Provide refresher training on legal and ethical considerations in identifying gifted students.

Timeline:

- Week 7-8: Conduct professional development sessions for all school-level committees.
- Ongoing: Provide annual refresher courses for ongoing support.

Outcome:

All staff will be well-trained in screening, referral, and identification procedures, ensuring consistent implementation across grade bands as well as best practices for AIG students.

Ongoing Monitoring and Data Collection

AIG Coordinators will:

- Create a centralized database to track all gifted identification data across the LEA, including the number of screenings, referrals, and identified students by grade band.
- Establish a system for ongoing monitoring of the screening, referral, and identification processes through data collection at the school level.
- Track all referrals, screenings, and identification outcomes to ensure that processes are followed consistently across grade bands.
- Provide quarterly updates to grade bands and stakeholders about progress, challenges, and trends.
- Develop a process to identify discrepancies, such as a grade band that has an unusually low or high referral rate.

Timeline:

- Ongoing: Collect and analyze data.
- Semester: Provide feedback and report findings to school leaders.

Outcome:

Consistent tracking and monitoring of all referrals and identifications to ensure adherence to the established processes.

Feedback and Continuous Improvement

AIG Coordinator, AIG Committee, and School Administrators will:

- Gather ongoing feedback quarterly from school staff, parents, and students regarding the effectiveness of the screening, referral, and identification processes.
- Send out annual surveys to school teams, parents, and students for feedback on the clarity and usefulness of the screening, referral, and identification processes.
- Use collected feedback and data to refine procedures, adjusting guidelines as needed to enhance consistency and effectiveness.

Timeline:

- Ongoing: Quarterly feedback collection and analysis.
- Annually: Review and revise processes based on feedback.

Outcome:

A feedback-driven process that continuously improves the screening, referral, and identification procedures.

Final Evaluation & Reporting

AIG Coordinator and AIG Committee will:

- Conduct a thorough evaluation of the screening, referral, and identification processes at the end of each school year using data and feedback from all stakeholders.
- Review the consistency of referral rates across grade bands.
- Provide recommendations on training areas for the next year based on audit findings and feedback.
- Prepare a comprehensive report outlining successes, challenges, and recommendations for the following year.

Timeline:

- End of Year (June): Final evaluation and report preparation.

Outcome:

A detailed evaluation report with actionable recommendations to improve processes for the following year.

Summary Timeline:

Task	Week(s)
Initial Assessment	Week 1-3
Develop Comprehensive Guidelines & Resources	Week 4-6
Internal Auditing of AIG Records	Ongoing (Quarterly)

Professional Development for Committees/Teams	Week 7-8
Ongoing Monitoring & Data Collection	Ongoing (Semester)
Feedback & Continuous Improvement	Ongoing (Quarterly)
Final Evaluation & Reporting	End of Year (June)

By following this plan, NC Virtual Academy will ensure that all screening, referral, and identification processes are implemented consistently, aligned with NCDPI guidelines, and continuously improved to meet the needs of all students.

* Practice E

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

Communication Plan for AIG Screening, Referral, and Identification Processes:

The purpose of the AIG Communication Plan is to ensure all stakeholders, including school personnel, parents/guardians, students, and the broader community, are informed about the screening, referral, and identification processes for Academically or Intellectually Gifted (AIG) services. The plan will outline the various methods of communication, ensuring accessibility and clarity. NC Virtual Academy will provide information through multiple platforms, ensuring information reaches all families and stakeholders effectively.

Key Communication Methods and Tools:

- NC Virtual Academy Website: A dedicated AIG information page will be housed under "Academics" on the NC Virtual Academy website. This page will be maintained to provide easily accessible information about the AIG program, including the screening, referral, and identification processes. NC Virtual Academy's Local AIG Plan will also be linked on this page for stakeholders to review.
- Informational Sessions for Parents: An informational session will be held each September to ensure that parents are fully informed about the AIG identification process, how to refer students, and what to expect throughout the process. These sessions will be available virtually to accommodate all families.
- Inclusion in NC Virtual Academy Parent/Student Handbook: The AIG identification process will be included in the NC Virtual Academy Parent/Student Handbook, which is provided to all families at the start of the school year.
- Teacher and Administrator Communication: The identification process will be included in new teacher orientation sessions and during opening workdays for returning teachers. This ensures that all school personnel are familiar with the procedures and can effectively communicate them to parents and students.
- Ongoing Communication with Stakeholders: Teachers, administrators, parents/guardians, and students will receive regular communication through various means, such as newsletters, program update emails, and Town Hall meetings. These communications will include updates about AIG screenings and other relevant processes.

- Direct Referral to the AIG section of the Parent/Student Handbook: Throughout the year, families will be directed to the Parent/Student Handbook. This ensures parents/guardians have access to AIG processes and procedures.
- Annual Staff Training: Procedures for the screening, referral, and identification process will be shared with all staff at each grade band annually. This ensures consistency in messaging and understanding across the school.
- Language Accessibility: All parent letters and key documents regarding the screening and referral processes can be translated into home languages, when needed, ensuring that non-English-speaking families have access to the information.

Communication During the Referral and Screening Processes:

- Screener Notification Letter: A letter will be sent home to inform parents/guardians that their student has been referred for possible AIG evaluations. This letter will outline the data collected and review next steps. It will also provide families with the option to opt out of formal evaluations if they choose.
- Consent for Evaluation: Families of students nominated for AIG testing will receive a Consent for Evaluation form that explains the testing process in detail.

Results:

- Following the testing, families will receive an AIG Notification of Results and Placement letter, which includes the results from all tests administered for AIG identification and the final identification decision.

This communication plan is designed to ensure transparency, foster strong partnerships with families, and promote understanding of the AIG screening, referral, and identification process. By utilizing a variety of communication methods, NC Virtual Academy will engage all stakeholders effectively and ensure equitable access to the information needed for parents/guardians to make informed decisions about their child's educational opportunities.

* Practice F

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

The AIG Coordinator is responsible for maintaining an electronic database at the school level, which includes each student's aptitude and achievement data, along with qualitative measures used in the identification process, a summary of indicators including demographic information, historical grades, a consent for evaluation form, test protocols, the student's Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (I-DEP), and identification information. The AIG Coordinator will ensure that Infinite Campus identification designations are updated accurately. The AIG Coordinator will also communicate with parents/guardians regarding student identification, outlining the criteria used for determination and providing an overview of the instructional support their child will receive moving forward. To promote inclusive communication, all correspondence regarding identification decisions can be translated into home languages when necessary.

Results of screening and identification will be distributed to families promptly using the preferred school-based communication methods. Efforts will continue to enhance the clarity of communications, ensuring they are written in family- and student-friendly language to facilitate understanding of identification decisions. Additionally, a school-wide informational meeting will be held to explain the universal screening procedures to all stakeholders, offering examples to aid in interpreting test results. This meeting will be recorded.

Individual meetings with parents/guardians will be scheduled as needed to address any questions related to screening, assessment, and identification. The AIG Coordinator will ensure that these meetings take place in a timely manner. When a student transfers to another school, the AIG Coordinator will work to provide the family with the necessary identification information to share with the new school, ensuring all referral, testing, and identification details, as well as score reports, are clearly articulated in the documentation.	
* 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. In accordance with the NCDPI AIG standards, NC Virtual Academy ensures that the Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (I-DEP) are customized to meet the academic and developmental needs of each identified AIG student, across all grades K-12. This document will serve as a tool to clearly outline the services each student will receive, the methods by which these services will meet their needs, and the desired outcomes for student progress. This documentation is aligned with the North Carolina Student Information System to track and monitor the services for AIG students, ensuring thorough records are kept for accurate reporting. To determine the appropriate services, data from a variety of sources are used, including academic achievement records, standardized test scores, teacher observations, and input from the AIG Committee. The AIG Committee, composed of the AIG Coordinator, AIG Specialists, general education teachers, counselors, administrators, and Special Programs personnel, collaborate to assess the needs of each student. This interdisciplinary team is responsible for developing and reviewing each student's Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (I-DEP), ensuring a holistic approach that meets both the academic and social emotional needs of the student. The development of the Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (I-DEP) is a collaborative process that actively involves parents/guardians. This begins with an Initial Placement Conference to discuss the student's needs. During this meeting, parents/guardians, AIG Coordinator, and AIG Specialists will engage in open dialogue to create a plan that reflects the evolving needs of the student. Each year, the Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (I-DEP) will be reviewed with parents/guardians to evaluate progress and make any necessary adjustments. During this annual review, the team will reflect on the student's data, curricular activities, and progress toward meeting the goals outlined in the Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (I-DEP). This will provide an opportunity to review the student's four-year graduation plan or the accelerated learning plan, particularly for high school students, and update it based on the student's academic growth and future needs.	
* Ideas for Strengthening the Standard ■ Request Local Norms for the CogAT assessment for virtual administration ■ Create an AIG FAQ document and on the district webpage ■ Explanation of Expectations for Students ■ Local Norms for Administering the CogAT virtually ■ AIG FAQ Page ■ Handbook ■ Exemplar Performance Task Examples	

Planned Sources of Evidence

* AIG Referral and Procedure to Resolve document	
* AIG Referral form for parents, teachers, self, stakeholders	
* AIG Annual Formal Universal Screening Form	
* CogAT Score Reports	
* Gifted Eligibility and Placement Record	
* EOG/EOC Score Report	
* Motivation Surveys	
* AIG Documentation Procedure Timeline	
* Meeting agendas	
* Monthly Newsletter	
* AIG Webpage	
* AIG Parent Information session presentation	
* AIG Differentiation Education Plan (DEP) or Individual Differentiation Education Plan (I-DEP)	
* AIG Eligibility Parent/Guardian Letter	

Documents
Document Template

Document/Link

Type

Standard 2: Comprehensive Programming within a Total School Community	
NC Virtual Academy (00B) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 2: Comprehensive Programming within a Total School Community <i>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.</i>	
* 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. NC Virtual Academy will employ AIG-Licensed Specialists to ensure the appropriate implementation and management of the AIG program. These specialists will be responsible for identifying and providing direct support to students. The AIG Specialists and/or designated staff will work closely with classroom teachers, counselors, and other staff members to ensure that services meet the needs of each individual student. To provide a comprehensive range of services that address the academic, intellectual, and social/emotional needs of gifted and advanced learners, collaboration across the school community is essential. These collaborative efforts may include... ▪ Coaching ▪ Co-Teaching ▪ Consulting ▪ Professional Development ▪ Participation in Professional Learning Communities (PLC's) Elementary School: Grades K-2 Service Delivery: Nurturing Program In grade K-2, a comprehensive Nurturing Program is implemented to reach a wide range of students and foster talent development. AIG Coordinator and/or Specialist will collaborate with classroom teachers, utilizing observational tools and assessments to identify students who may need additional services beyond what is offered in the general classroom. These services will be offered through a Nurturing Program which focuses on fostering academic talent in all demographic and socioeconomic student groups. The AIG Coordinator, AIG Specialists and/or designated staff will design instruction with integrated lessons built around critical thinking, collaboration, creative thinking, and problem solving. These lessons often focus on STEM (Science, Technology, Engineering, Math), as well as real-world applications. Elementary School: Grades 3-5 Service Delivery: AIG students will be served in at least one of the following settings: ▪ Pull-out: Students are pulled out of the literacy and/or math block with a licensed AIG Specialist as outlined by the student's area of identification. ▪ Inclusion: Push in service by a licensed AIG Specialist within the regular classroom.	

- Cluster: Students are clustered with other students identified in the same academic area and supported in a general education classroom. Students who are identified as AIG in grades 3-5 will receive a minimum of 30 minutes of direct services weekly from an AIG Specialist. Students identified in both reading and math will receive a minimum of 30 minutes of direct instruction in reading and a minimum of 30 minutes of direct instruction in math. Middle School: Grades 6-8 Service Delivery: AIG students will be served in at least one of the following settings: - Advanced English Language Arts - Advanced Mathematics - Advanced Social Studies Advanced courses will be taught by an AIG-Licensed Specialist and will provide instruction for a minimum of 45 minutes, 5 days a week. In addition to the services provided above, the AIG identified students may choose to be served by attending optional AIG afternoon sessions with an AIG Specialist. This optional session will focus on self-selected activities, project-based learning opportunities, and other enrichment activities. High School: Grades 9-12 Service Delivery: AIG students will be served in at least one of the following settings: Specific Advanced Level Course Offerings in all Core Subject areas based on Identification and/or achievement and performance. - Honors Courses - NCVPS Courses - Dual Enrollment Courses Students may also choose to take courses and participate in extension activities which support student interest and talent development. Collaborations amongst personnel including the AIG Coordinator, school administration, special services, school counselors, academic advisors and classroom teachers will ensure that AIG students are offered programming that meets their needs.   Click here to remove the table and use only the narrative field.	
* Practice B Delivers an AIG program with comprehensive services that address the social and emotional needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel based on student needs. Providing social and emotional support is an important component to reaching the whole child. NC Virtual Academy will work collaboratively with school counselors to support the needs of individual AIG students. Comprehensive services delivered by counselors will include any of the following:	

- The use of the “Character Strong” curriculum which focuses on character development and leadership skills.
- Individual and/or small group sessions to implement best practices across grade bands.
- Resources to help families support their students’ social and emotional needs.
- School-wide professional development that supports the effective implementation of the following frameworks:

- Restorative practices
- Social-emotional learning
- De-escalation and crisis prevention/intervention
- Culturally responsive teaching

In conjunction with the strategies outlined above, NC Virtual Academy’s counselors and AIG Coordinator will offer guidance on addressing the unique social and emotional needs of gifted and advanced learners. By ensuring that advanced students are included in the school and MTSS initiatives, tiered supports will be created to offer strategies aimed at addressing social, emotional, and behavioral challenges that may hinder learning and classroom engagement, including those faced by gifted and high-achieving students.

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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.

At NC Virtual Academy, we recognize that the individual student is the most important person in any school, and we focus on the specific needs, desires, and interests of students. NC Virtual Academy’s mission is to empower students with an innovative and effective educational program that helps them to achieve high standards and reach their full academic and social potential.

NC Virtual Academy’s AIG plan will incorporate the following priorities:

- AIG Coordinator will assist in vetting resources to support advanced learners in the classroom.
- AIG Coordinator will collaborate with instructional departments to ensure AIG services are integrated and gifted resources are aligned.
- AIG Coordinator will plan, create, and deliver professional development for all staff focusing on differentiating and engaging AIG students.
- AIG Coordinator will provide teachers with lesson resources and learning tasks for advanced learners that will enrich and extend classroom instruction.
- AIG Coordinator will work with administration to ensure best practices are put in place to address the needs of gifted learners.
- AIG Coordinator will focus on increasing access for historically underserved, under-identified student groups.

Additionally, NC Virtual Academy’s AIG Committee will work with all instructional departments to ensure alignment with schoolwide initiatives aimed at enhancing gifted education.

*** Practice D**

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

The AIG Coordinator will collaborate with AIG Specialists and teachers to implement flexible grouping strategies that provide personalized services based on student needs, rather than identification labels.

Options for Grouping with Intentionality:

- Flexible Grouping: AIG students will be grouped with non-AIG peers during reading and math to encourage academic growth.
- Cluster Grouping: AIG students will be purposefully placed into classrooms with students of like-minded abilities and potential.

K-2 Nurturing Program:

Flexible Grouping

- Students in the Nurturing Program will be flexibly grouped in reading and math with peers of similar abilities to encourage curiosity and academic challenge.
- Grouping is based on multiple data points, including classroom performance, assessments, and teacher observations.

Cluster Grouping

- Identified students are placed in small clusters within general classrooms to foster engagement and social-emotional development.
- Groups include at least two high-ability students when possible, to support collaboration and motivation.

Grades 3-5:

Flexible Grouping

- AIG and advanced elementary students are flexibly grouped in reading and math alongside other high-achieving peers to provide academic rigor and support their intellectual curiosity.
- Grouping decisions are based on multiple data points, such as classroom performance, formative assessments, and teacher observations, rather than a single test score.

Cluster Grouping

- Identified AIG students are placed in small cluster groups within general education classrooms to encourage academic engagement and support social-emotional development.
- Cluster groups consist of AIG-identified students, to facilitate collaboration, peer learning, and motivation.

Procedures to Ensure Effective Grouping

- Educators receive training on best practices for differentiated instruction and flexible grouping.
- Student progress is monitored through regular assessments to inform grouping adjustments.
- Classroom instruction includes small-group learning, hands-on enrichment activities, and individualized support.
- Clear communication with families ensures transparency in grouping decisions and student progress.

Supporting Academic & Social-Emotional Growth

- Grouping strategies promote collaboration, critical thinking, and creativity.
- Students develop confidence, independence, and problem-solving skills through peer interaction and inquiry-based learning.

- Teachers create nurturing environments that balance academic rigor with emotional support, ensuring gifted students feel understood and valued. These strategies ensure elementary gifted learners receive intentional, developmentally appropriate opportunities that foster both academic excellence and social-emotional well-being.

Grades 6-8:

Flexible Grouping

- Advanced learners are grouped flexibly in reading and math alongside AIG-identified students to encourage academic development.
- Grouping decisions are based on multiple data points, including formative assessments, student performance trends, and teacher observations, rather than a single metric.

Cluster Grouping

- AIG students are clustered within general education classrooms to ensure continuous academic challenge and address social-emotional development.
- Cluster groups should consist of at least four AIG-identified students to foster peer collaboration and intellectual engagement.

Procedures for Effective Grouping Implementation

- Teachers receive professional development on evidence-based flexible grouping strategies.
- Regular data reviews are conducted to monitor the effectiveness of group placements.
- Differentiated instructional plans ensure that all groups receive targeted instruction and enrichment opportunities.
- Communication with students and families ensures transparency in grouping decisions and addresses individual needs.

Supporting Academic & Social-Emotional Growth

- Grouping structures provide AIG students with intellectual peers while supporting their social development.
- Classroom environments encourage collaboration, independent inquiry, and leadership skills.
- Teachers facilitate cooperative learning to maximize engagement and growth.

These intentional grouping practices are designed to create an optimal learning environment that nurtures the unique needs of middle school gifted learners.

Grades 9-12:

- All students identified in the AIG program will have access to a variety of high school honors courses for each core content area offered at NC Virtual Academy. Students will be grouped according to the courses they choose to enroll in. All students must meet the following criteria when choosing their courses:
 - Six credits in Language
 - Four credits in English (English I, II, III, IV)

▪ Two credits of a foreign language (must be two units of same language; Ex: Spanish I/Spanish II)

- Four credits in Math
 - NC Math 1, NC Math 2, NC Math 3
 - One credit beyond NC Math 3
- Three credits in Science
 - At least one credit in a life or biological science (biology)
 - At least one credit in a physical science (physical science, chemistry, physics)
 - At least one laboratory course
- Two credits in social studies
 - One credit in American history
- Six Elective course credits

In addition, any students identified in the AIG program could also be served in any of the following areas:

North Carolina Virtual Public Schools (NCVPS) Advanced Placement (AP) Courses:

AP courses allow students to take more challenging courses similar to college-level courses. These courses allow the student the opportunity to earn college credit (if they pass the class and AP exam) and to earn quality points toward their GPA. Students are required to earn a grade of A or high B in the Honors level course prerequisite before taking the AP level course. NC Virtual Academy students are required to take the AP exam at the main office in Durham in May of the year the course is taken.

North Carolina School of Science and Math (NCSSM):

North Carolina School of Science and Mathematics Connect program provides distance education courses to schools across the state. NC Public High School students at participating partner schools can supplement the curriculum offered in their home high school by taking tuition-free, honors-level, and AP courses in STEM and humanities from NCSSM via interactive video conferencing. Students are required to earn a grade of A or high B in course prerequisites before taking courses at NCSSM.

Dual Enrollment:

Students in North Carolina may participate in the Career and College Promise (CCP) program. This program allows a student to earn college and high school credits at the same time. The tuition cost for CCP classes taken in high school is waived. Any additional fees or textbook costs are the responsibility of the student.

- The student must contact the community college they desire to attend to begin registration for CCP courses.
- Students must have a 2.8 GPA and acceptable scores on the SAT, ACT, or college placement test to be eligible for the College Transfer pathway. Students that do not meet these requirements may take courses in the CTE pathway.
- Student must provide their NC Virtual Academy counselor with the college enrollment form and a copy of their schedule.
- It is the student's responsibility to ensure the college classes do not conflict with NC Virtual Academy classes being taken in the same semester.
- If there is a change made to the student's CCP schedule, they must inform their NC Virtual Academy counselor.
- Students may not drop below 3 courses (including NC Virtual Academy and CCP courses) during a semester.
- Failure to notify NC Virtual Academy counselors of changes to CCP schedule will result in course staying on transcript with grade of F; A student that is withdrawn from a course due to lack of work will be given a grade of WF on the high school transcript.
- Once college classes are completed, the student must provide their counselors with a copy of their final grades.

▪ Students are encouraged to contact their local community college in February, the year before they wish to begin taking CCP classes, as classes tend to fill up quickly. ▪ Students will earn one high school credit for each CCP course completed. ▪ CCP courses earn one extra quality point toward the student's GPA. Middle and high school support is provided through open access to course selection, allowing students to choose more challenging academic courses on their own. Advanced courses are available to all students, not just those identified as AIG. The AIG Coordinator and school counselors will assist students in grades 6th–12th by: 1. Identifying students with potential who may not have selected the most challenging courses. 1. Promoting course progression based on student interest and academic performance. 1. Recognizing and removing barriers to ensure all students, regardless of demographics or socioeconomic background, have access to advanced courses. Once students are enrolled in advanced courses, the AIG Coordinator and AIG specialists or designated teachers will collaborate to create a supportive community across grade band and departments within the school environment. The AIG Coordinator attends will attend PLC meetings with staff to review data of identified AIG students and non-identified students with high academic potential. During monthly meetings, they will discuss the students' needs and abilities to successfully group them. This network aims to foster the academic success of all students and includes study groups, peer mentors, faculty advisors, and academic counseling.	* 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. NC DPI publishes a newsletter, <i>Advanced Learning & Gifted Education</i>, which serves as the main communication channel between the North Carolina Department of Public Instruction and school administrators. This newsletter provides the AIG Committee with the opportunity to update school leaders on regulations related to gifted education, the local AIG program, and upcoming events. NC Virtual Academy's AIG Coordinator will meet with school faculty and staff at the start of each school year and throughout the year during PLCs to review the expectations of the advanced learning program, as well as the characteristics, behaviors, and overall needs of gifted/advanced learners. The AIG Coordinator and AIG Specialists will work closely with general education teachers and Special Programs staff to develop, implement, and monitor the Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (I-DEP) for each identified student. NC Virtual Academy's AIG Coordinator will provide an updated AIG presentation to school staff and families annually. This presentation will outline consistent expectations and guidance, covering specific regulations related to gifted education at the state and local levels. The presentation will be translated as needed to reduce language barriers. In addition to the presentation available to staff and families, the AIG Coordinator will provide Informational Guides and a Frequently Asked Question Document for various stakeholders. Information contained in these materials may include: ▪ Characteristics of gifted/advanced learners ▪ What it means to be a gifted/advanced learner
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▪ Expectations for gifted/advanced learners ▪ Social/emotional supports for gifted/advanced learners ▪ Scheduling support specific to middle and high school gifted/advanced learners ▪ Flexible grouping planning support ▪ Credit by Demonstrated Mastery guidance ▪ Growth mindset ▪ How to support the gifted/advanced learner with particular emphasis around English Language learners and children from disadvantaged background Information about testing, legislation, or other important updates will be sent to NC Virtual Academy stakeholders as needed. The AIG Coordinator will also present at staff meetings, meetings with administration, and/or board meetings regarding changes in the AIG program and other important information as the need arises.	* Practice F Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points. NC Virtual Academy understands that strong communication between teachers and administrators is critical for success. Rosters of AIG students will be disseminated to appropriate teachers, administrators, and other pertinent school personnel at all levels to facilitate and promote optimum placement and services for AIG students. The AIG Coordinator will review and update AIG student information on an annual basis. Each summer, AIG student records will be transferred from the elementary grade band to the middle school grade band and from middle school grade band to the high school grade band. AIG files will be reviewed by AIG Specialists in the fall of each year. Elementary and Middle School AIG Specialists will meet in June to discuss the transition of their AIG students to middle school. Middle School AIG Specialists will hold transition meetings to discuss AIG services and opportunities available in middle school. General education teachers, counselors, and administrators will be invited to attend this meeting. Middle School AIG Specialists will meet with High School AIG specialists each June to discuss the transition of their AIG students to High School. High School AIG Specialists will have a transition meeting in the spring where parents of rising 9th graders are invited to find out more about courses and programs offered at the high school, including AP/Honors courses and other advanced learning opportunities. Families will have the opportunity to attend a registration session that outlines graduation requirements, new courses being offered the following school year, and course sequence information. The AIG Coordinator and middle/high school AIG Specialists will be involved in these meetings each year to help ensure an effective continuation of services.
* 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. Students who are gifted learn at a faster rate and come to class with a higher level of prior knowledge than other children. Therefore, they can often move through the curriculum at a developmentally appropriate accelerated pace. Because of their unique learning and social needs, students who are gifted require time with like-minded and similar ability peers in order to establish relationships and promote growth. The AIG Coordinator will develop and implement professional development, provide support, and offer services to AIG Specialists to create appropriate accelerative	

instructional and learning options. Advanced Placement (AP), dual enrollment, and CTE courses that earn high school and/or college level credit and/or certification may be offered so that AIG students can accelerate their program of study (offered on a case-by-case basis).	
* Practice H	Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming.
	NC Virtual Academy's Nurturing Program will focus on enriching and developing identified K-2 students through small group instruction. The AIG Coordinator will work collaboratively with designated staff to ensure opportunities are purposeful and intentional, ensuring academic and social-emotional growth.
* 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.
	NC Virtual Academy will offer a variety of clubs, organizations, and enrichment opportunities for all students. Students will be encouraged to participate in extracurricular activities to gain skills outside of the classroom setting. Opportunities may include, but are not limited to: ■ Coding ■ Book Clubs and Literature Circles ■ Olympiads ■ Beta Club ■ Speech and Debate ■ Minecraft for Education Lessons ■ Model UN ■ Real World Scenarios ■ Community Service Projects and volunteering ■ Internships ■ Job Shadowing
* Practice J	Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day.
	The AIG Program Coordinator and AIG Specialists will consistently share information with students, parents, teachers, and other school personnel regarding contests/competitions, programs, camps, and other events that could enhance the development and/or help meet the needs and interests of the AIG population. These opportunities will be emailed home to families as well as added to newsletters.
* Ideas for Strengthening the Standard	■ Develop accelerated units ■ Develop pool of students ■ Compile list of resources and strategies for K-2 Nurturing Program ■ AIG Committee collaboration ■ Present AIG Plan during staff and administrative meetings ■ AIG Committee meets with teachers or AIG clusters annually

- Create newsletter
- Create page for website
- AIG Coordinator meet with EC and EL teachers
- Add an outline of the AIG services and strategies provided to meet the social and emotional needs throughout the school year to the student DEP/I-DEPs.
- Battle of the Books and/or Math Olympiad, Vocabulary Bee, Coding
- Home Enrichment Resources
- Community Service Hours Requirements? /Opportunities

Planned Sources of Evidence

*	Gifted Collaboration Team agenda and notes	
*	List of AIG certified teachers	
*	AIG and class rosters for clustered grouping	
*	Social-emotional resources	
*	AIG webpage	
*	Record of accelerated activities	
*	Extracurricular activities rosters and attendance records	
*	Honors, Advanced Placement courses rosters	
*	Career academies/Internship participation	
*	North Carolina Standard Course of Study	
*	Faculty and administrative meeting notes	
*	PowerSchool roster of identified gifted students	

* * * *	Transition meeting notes and agendas		
	Dual Enrollment Rosters and Records		
	List of resources and lessons for K-2 talent pool		
	Outline of AIG services and strategies provided to meet the social and emotional needs of AIG students throughout the school year		
Documents			
Type	Document Template	Document/Link	
AIG Standard 2 Additional Resources	N/A		

Standard 3: Differentiated Curriculum and Instruction

NC Virtual Academy (00B) 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.

NC Virtual Academy will incorporate the North Carolina Standard Course of Study (NCSSOS) through the implementation of various differentiation strategies to meet the advanced academic needs of students. These strategies will be applied across language arts, mathematics, and other content areas through enrichment, extension, and acceleration techniques. Teachers will be responsible for personalizing lessons to engage students, particularly within the context of smaller class sizes. The curriculum will be designed to be rigorous, meaningful, and intellectually challenging, encouraging students to engage with complex material. Students will be grouped according to academic ability, and the curriculum will incorporate 21st-century enrichment, extension, and acceleration opportunities that address both academic and social-emotional needs.

The AIG Committee will prioritize equity and excellence in supporting gifted and advanced learners. To ensure fidelity, all AIG students will receive differentiated instruction and support that promotes rigor and allows for deeper exploration of concepts. The AIG Coordinator, AIG Specialists, teachers, and relevant personnel will collaborate to plan lessons that meet students' academic needs while intentionally integrating social and emotional support. Ongoing collaboration with Professional Learning Communities (PLCs) and individual teachers ensures the effectiveness of these learning opportunities.

To support these differentiated instructional strategies, Data Coaches, the AIG Coordinator, and AIG Specialists will maintain a comprehensive database of extension, enrichment, and acceleration activities that teachers can incorporate into their lessons. This collaborative approach will promote targeted differentiation that aligns with students' learning readiness, interests, and strengths, ensuring that each student is provided with rigorous instruction. Data analysis will be continually employed to identify student needs and inform instructional planning. All AIG Committee members will take part in professional development in gifted education to ensure the implementation of best practices for serving advanced learners.

NC Virtual Academy will offer specific cluster opportunities, honors and AP courses, dual enrollment, internships, and collaborative learning experience for students. Resources will be purchased to support AIG teachers and students in accessing enrichment, acceleration, and extension opportunities. Teachers will receive assistance in planning and implementing differentiated instruction, ensuring that the needs of diverse AIG students, including those who are twice-exceptional, thrice-exceptional, or emerging language learners, are met.

A strategic plan for the depth, rigor, and pacing of content will be developed to ensure that advanced learners' needs are addressed. The AIG Coordinator and AIG Specialists play a key role in this process, collaborating on unit development and lesson planning to align learning experiences with core instruction. They will provide both direct and indirect service delivery, model high-level instructional strategies, and co-teach differentiated lessons to engage and provide rigorous lessons to students. Teachers will also provide accelerated and challenging student-centered instructional practices to provide rigorous learning experiences.

The needs of highly gifted students will be primarily addressed within the classroom, though additional consultation with the AIG Coordinator and/or AIG Specialists will be available for more specialized support. Extension and enrichment opportunities will also be offered through clubs, special events, and electives that promote social-emotional learning and executive functioning. Additionally, dual enrollment opportunities through North Carolina Virtual Public School will provide students with access to coursework not available at the school, allowing for further academic advancement.

*** Practice B**

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

To effectively address students' academic, intellectual, and social-emotional learning needs, NC Virtual Academy will utilize both data and observations to identify each student's abilities, readiness, and interests. Through careful analysis of assessment results, work samples, and ongoing observations, staff will gain valuable insights into students' strengths, learning paces, and areas for growth. This information will allow us to tailor our instructional strategies, selecting evidence-based approaches that align with each student's unique needs. By incorporating differentiated techniques, such as Differentiated Education Plans (DEP) or Individualized Differentiated Education Plan (I-DEP) and targeted interventions, we will ensure that students are provided with rigorous instruction while receiving the necessary support to foster both their academic growth and social-emotional development. This data-driven approach will enable us to create an environment where students can thrive intellectually, emotionally, and socially.

NC Virtual Academy will employ a diverse range of instructional strategies to effectively meet the unique needs of our AIG and advanced learners. These practices will be thoughtfully designed to create a stimulating and differentiated learning environment, ensuring that students are provided with rigorous instruction and support. Below is an expanded explanation of how each strategy specifically addresses the needs of AIG students:

- Differentiated Instruction: A highly effective approach which allows AIG students and advanced learners to have access to a wide range of strategies that caters to their needs and interests including flexible grouping, content complexity, choice in their learning, pacing and acceleration, open ended tasks, enrichment activities, and individualized support.
- Shared Inquiry Methods (e.g., Literature Circles and Socratic Method): Collaborative approaches allow AIG students to explore topics through discussion, questioning, and collaborative problem-solving. The Socratic method encourages open-ended dialogue promoting higher-level reasoning and self-directed learning, fostering intellectual growth while building communication skills.
- Self-Paced Learning (Choice-Based Activities and Learning Playlists): Offers students autonomy in how they engage with the material by allowing them to progress at their own pace. This flexibility ensures that advanced students can delve deeper into topics of interest or mastery without being held back by a standardized timeline, which helps keep them engaged and motivated.
- Technology-Integrated Instruction: Leveraging technology allows AIG students to access a wide range of learning tools, resources, and platforms that cater to their individual needs. Personalized learning through digital platforms enables AIG learners to explore complex concepts and interact with multimedia resources that deepen their understanding and provide new perspectives.
- Project-Based Learning (PBL): An emphasis is placed on the application of knowledge through real-world projects that provide rigor for students to solve complex problems. This strategy aligns with the needs of AIG students by encouraging them to engage in creative, interdisciplinary work, promoting innovation, and developing practical problem-solving skills.
- STEM Activities: By incorporating Science, Technology, Engineering, and Mathematics (STEM) activities, NC Virtual Academy provides AIG students with opportunities to engage in hands-on learning experiences that foster creativity, critical thinking, and the application of knowledge to real-world challenges. These activities provide an enriching avenue for exploration in fields suited to advanced learners.
- Tiered Assignments: Providing assignments with varying levels of complexity ensures that all students can engage with content that matches their readiness level. This differentiation helps AIG students tackle tasks that challenge them without feeling overwhelmed, ensuring that they are always working at their optimal level.

- Independent Studies: Offering opportunities for independent study enables AIG students to explore areas of personal interest or engage in self-directed learning. These projects allow students to develop autonomy, refine their research skills, and pursue intellectual passions beyond the confines of the standard curriculum.
- Cluster Grouping: Grouping students with similar levels of readiness, interests, and abilities promotes collaboration and peer-to-peer learning among advanced learners. This model encourages AIG students to engage with like-minded peers, fostering a sense of community and intellectual challenge.
- Direct Services by AIG Program Instructors: Direct services from AIG Specialists will provide specialized support for advanced learners. These instructors can offer tailored instruction, mentorship, and guidance, creating additional opportunities for AIG students to engage deeply with challenging material and collaborate with their peers in meaningful ways.

NC Virtual Academy will intentionally design these instructional practices to ensure that AIG students experience consistent rigor, remain engaged, and receive necessary support. They will offer an environment in which students' unique abilities are nurtured, allowing them to thrive academically and develop skills that will serve them well in their future endeavors.

*** Practice C**

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

NC Virtual Academy will strategically integrate a wide array of evidence-based resources to enhance the learning experience for AIG students, ensuring that instructional practices are both effective and engaging. These resources include digital platforms such as adaptive learning technologies, which personalize content to meet the specific learning needs of individual students, allowing for differentiated pathways through challenging material. Advanced texts, such as scholarly articles, in-depth literature, and specialized reference books, will be selected to provide students with the opportunity to engage with higher-level content, fostering deep analysis and critical thinking. Multimedia content, including educational videos and podcasts will be utilized to present complex concepts in varied formats, ensuring that students with different learning preferences can access the material in a meaningful way. Additionally, teachers will incorporate interactive simulations and virtual labs, particularly in STEM-related areas, which provide hands-on experiences and real-world applications of theoretical knowledge. By using these resources, NC Virtual Academy will support the intellectual development of AIG students and encourage them to engage with content in a dynamic and multifaceted way. This diverse collection of evidence-based resources will be carefully selected to promote higher-order thinking, stimulate curiosity, and provide opportunities for exploration, all while addressing the individual learning styles and interests of advanced learners.

NC Virtual Academy will effectively plan and provide professional development for K-12 personnel to identify and utilize resources for Academically or Intellectually Gifted (AIG) students incorporating a variety of evidence-based strategies that address their diverse needs. Staff will be trained to implement differentiated instruction techniques, which have been shown to significantly benefit gifted learners. Additionally, professional development will emphasize the importance of flexible grouping and clustering, allowing students to engage with peers of similar abilities and fostering an environment conducive to advanced learning.

NC Virtual Academy's AIG Coordinator, AIG Specialists, and teachers will work together to create instructional maps that provide pacing, resources, assist with differentiation, and guidance for developing curriculum to meet AIG students' needs. Collaboration with student support services will allow emphasis to be placed on resources and strategies that support social and emotional development of AIG students, which will equip staff with strategies to address students' unique social and emotional needs and development, ensuring a holistic approach to their education.

*** 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.

NC Virtual Academy is dedicated to cultivating future-ready skills for all students in grades K-12, with a focus on critical thinking, problem-solving, collaboration, communication, creativity, curiosity, and leadership. To ensure that learning is tailored to individual needs and interests, the school will offer a range of programs and strategies that foster both academic growth and social-emotional development.

In grades K-2, students will be encouraged to take an active role in their learning through hands-on activities that spark curiosity and creativity.

Project-based and inquiry-based experiences will allow students to explore topics that interest them while developing important critical thinking and problem-solving skills. Through guided play, storytelling, and engaging group projects, students will build confidence in expressing their ideas and making choices about their learning. Collaboration and communication are key parts of these activities, as students work together to share ideas, ask questions, and solve problems. Through collaboration, students will learn how to listen, take turns, and work as a team.

In grades 3-5, students will be encouraged to take ownership of their learning through project-based learning (PBL) and inquiry-based activities that promote creativity, curiosity, and self-directed exploration. These activities are designed to provide students with both choice and voice, allowing them to explore topics that resonate with their interests while honing in on critical thinking and problem-solving skills. Collaboration and communication are integral components of these projects, as students work together in teams to discuss, solve, and present their findings, further enhancing their interpersonal and leadership skills.

In grades 6-8, instruction will be increasingly personalized to meet individual needs and interests, fostering a sense of ownership in students' learning. Through project-based learning and inquiry-driven tasks, students will have the opportunity to choose topics that resonate with their passions, allowing them to take an active role in their education. These developmentally appropriate opportunities will encourage self-directed learning, where students set both academic and personal goals that align with their strengths and aspirations. As students engage in more complex problem-solving tasks and interdisciplinary projects, they will apply higher-level critical thinking and collaboration skills, promoting deeper understanding and intellectual growth.

Personalized learning pathways will further support this process, giving students the flexibility to progress at their own pace, ensuring that each learner can challenge themselves without feeling overwhelmed. Executive functioning skills, such as time management, organization, and prioritization, will be explicitly taught through structured activities and reinforced with real-world applications. This approach enables students to develop these skills meaningfully and manageably for their developmental stage. Moreover, emotional self-regulation techniques will be woven into daily routines, empowering students to manage stress, enhance focus, and practice mindfulness. By providing students with choice, voice, and tailored learning experiences, NC Virtual Academy will nurture their ability to take ownership of their learning while developing crucial skills for academic success and personal growth.

In grades 9-12, students will be given the opportunity to take full ownership of their learning, with a strong emphasis on preparing for higher education and future career development. Through independent research projects, internships, and advanced coursework, students are encouraged to pursue areas of personal interest, allowing them to tailor their academic journey to their individual strengths and career aspirations. This approach will foster autonomy, as students are provided with choice and voice in selecting topics that resonate with them, thus increasing engagement and motivation.

As students' progress, they will continue to refine executive functioning skills, with a particular focus on college and career readiness. Strategies such as personalized goal-setting workshops, time-management tools, and self-reflection exercises will empower students to take responsibility for their academic progress and future success. These tools will help students develop the critical skills necessary for managing their time, prioritizing tasks, and staying organized—key components of post-secondary success.

Leadership development will be further supported through opportunities for students to assume leadership roles in clubs, student organizations, and community projects, where they can practice collaboration, decision-making, and communication. By giving students the autonomy to choose their learning paths, set goals, and reflect on their progress, NC Virtual Academy will ensure that high school students are not only prepared for higher education but also equipped with the skills needed to succeed in their future careers. Some of the opportunities used to provide future-ready skills may include, but are not limited to: ■ Coding ■ Book Clubs and Literature Circles ■ Olympiads ■ Beta Club ■ Speech and Debate ■ Minecraft for Education Lessons ■ Model UN ■ Real World Scenarios ■ Community Service Projects and volunteering ■ Internships ■ Job Shadowing ■ Apprenticeship NC Virtual Academy will emphasize the development of emotional self-regulation by incorporating age-appropriate practices, such as mindfulness exercises and social-emotional learning (SEL) programs. These initiatives will help young learners build emotional intelligence, enabling them to manage their emotions, stay focused, and engage in reflective practices that enhance their academic performance and social interactions. By providing opportunities for choice, voice, and self-regulation, NC Virtual Academy will ensure that students not only grow academically but also develop the skills necessary for taking responsibility for their learning and managing challenges in both academic and social contexts. Technology skills, including digital citizenship, will be developed at all grade levels.	* Practice E Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction. NC Virtual Academy will use ongoing formative and summative assessments, along with observations, to differentiate curriculum and instruction, ensuring that all students, including AIG learners, receive tailored educational experiences. These assessments will provide vital data to inform flexible grouping practices and allow for responsive, data-driven decision-making to be used to meet the unique needs of each student across grade levels. Throughout each grade band, the regular collection and analysis of formative and summative assessments—combined with ongoing classroom observations will ensure that instruction remains dynamic, responsive, and student-centered. The AIG Coordinator, AIG Specialist, and/or teachers will use data to foster flexible grouping, personalized projects, and course recommendations that align with students' strengths, interests, and developmental needs. By incorporating empathy, adaptability, a learner's mindset, and creative thinking, NC Virtual Academy will create a nurturing environment where students are encouraged to take ownership of their learning, overcome challenges, and develop the critical skills needed for future success. Grades K-2:
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In grades K-2, the AIG Coordinator, AIG Specialist, and classroom teachers will play a pivotal role in collecting, analyzing, and utilizing both formative and summative assessments to guide instruction. Formative assessments, such as observations, informal check-ins, and quizzes, will provide insight into students' developing skills and readiness levels. These assessments will be designed to help students embrace a growth mindset, where they are encouraged to see mistakes as learning opportunities. Summative assessments, including end-of-unit tests, will offer a more comprehensive understanding of students' mastery and growth. AIG Specialists and/or classroom teachers will use this data to differentiate instruction, crafting learning experiences that meet the individual needs, interests, and levels of rigor each student requires. Regular intervals of data review will allow for flexibility in grouping students, ensuring that groups adapt as students evolve. Teachers will foster a culture of creativity by offering choice-based projects that encourage students to explore areas of interest while building collaboration and problem-solving skills. Push-in and pull-out models will be employed to provide tailored support, offering enrichment activities or accelerated instruction that provides rigor for students while allowing them to maintain ownership of their learning. By encouraging empathy and self-regulation, AIG Specialists teachers will help students understand their learning processes, nurturing a positive and productive learning environment.

Grades 3-5:

In grades 3-5, the AIG Coordinator, AIG Specialist, and classroom teachers will be responsible for regularly collecting and analyzing both formative and summative assessments to provide a more holistic view of each student's academic progress. Formative assessments, such as regular quizzes, class discussions, and project-based evaluations, will allow students to practice critical thinking and develop their creative problem-solving skills. These assessments will be designed to foster a learner's mindset, encouraging students to persist through challenges and engage deeply with content. Summative assessments, such as unit tests and end-of-term projects, will provide broader insights into mastery. AIG Specialists and teachers will use this data to create flexible grouping practices, ensuring that students are grouped according to their academic needs, abilities, and interests. At regular intervals, data will be reviewed to ensure that grouping structures remain responsive and adaptable. AIG students will be given more complex assignments, independent research opportunities, and/or specialized projects that will allow them to demonstrate creativity and innovation. Collected data will also inform recommendations for advanced coursework or enrichment programs that align with students' intellectual curiosities. Through continuous data collection, teachers will support students in becoming adaptable learners who are not afraid to explore innovative ideas and take risks in their academic pursuits.

Grades 6-8:

In grades 6-8, the AIG Coordinator, AIG Specialist, and classroom teachers will consistently collect, analyze, and utilize both formative and summative assessments to guide and differentiate instruction. Formative assessments, such as written reflections, quizzes, peer reviews, and observations during collaborative projects, will offer ongoing insights into students' understanding and encourage creative thinking. These assessments will promote a learner's mindset, where students will be encouraged to view learning as an evolving process, fostering adaptability and resilience. Summative assessments, including unit tests and quizzes, will provide a more comprehensive view of student mastery. Data will be reviewed regularly to inform flexible grouping practices, where students can collaborate with peers who share similar academic interests or abilities. AIG students will be assigned more challenging tasks or work independently on projects, encouraging ownership of their learning and nurturing skills such as self-regulation and critical thinking. Push-in and pull-out models will allow for specialized support to be integrated into the classroom or delivered in smaller, more focused sessions. Students' data will also drive course recommendations, enabling teachers and specialists to suggest advanced or honors courses that align with students' strengths, interests, and goals for the future. By incorporating empathy, adaptability, and creative problem-solving, the data will help create a learning environment that is rigorous for students while supporting their academic and personal growth.

Grades 9-12:

In grades 9-12, the AIG Coordinator, AIG Specialist, and classroom teachers will be responsible for the ongoing collection, analysis, and utilization of both formative and summative assessments to guide and differentiate instruction. Formative assessments, such as assignments, project-based assessments, quizzes, and class discussions, will provide valuable insights into students' understanding and readiness for more advanced content. These assessments not only help guide academic growth but also foster creative thinking and a learner's mindset, where students are encouraged to approach challenges with resilience and adaptability. Summative assessments, including final exams and major projects, will offer a broader view of students' mastery. Data from these assessments, along with classroom observations, will be reviewed regularly to ensure that instruction is continuously tailored to meet the evolving needs of students. Flexible grouping practices allow students to collaborate on projects aligned with their ability levels and academic interests. AIG students, based on assessment data, will be given more challenging assignments, or allowed to work independently on projects that match their passions, thus fostering ownership of their learning. This data will also drive course recommendations, providing personalized suggestions for advanced or honors courses that align with students' strengths and future goals, including AP courses or electives. Additionally, push-in and pull-out models will be employed to deliver specialized instruction either within the classroom or in smaller, targeted sessions. By focusing on empathy, adaptability, and creative thinking, teachers and specialists will create a supportive, dynamic learning environment where students are empowered to take ownership of their academic paths while preparing for future success.

* Practice F

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

The AIG Coordinator will collaborate with AIG Specialists to design, develop, and plan differentiated instruction for AIG students. This team will work to ensure that the curriculum and its extensions are aligned with the North Carolina Standard Course of Study (NCSCOS). The AIG Coordinator and AIG Specialists will work closely with grade-level teams, special services, and counselors, to address the needs of all identified students, including those who are dually identified. Additionally, The AIG Coordinator and/or AIG Specialist will participate in IEP and 504 meetings for multi-exceptional students. During grade-level Professional Learning Communities (PLCs), The AIG Coordinator or AIG specialists will guide the development of strengths-based strategies and targeted support to meet individual needs and enhance student success. Data will be collected, analyzed and used to guide instruction for students.

* Ideas for Strengthening the Standard

- Learning Style and Interest Inventories
- Create differentiation professional development
- Gifted education resources library
- Share curriculum ideas with stakeholders

Planned Sources of Evidence

* Schedules for acceleration and enrichment

* Professional development presentations and attendance rosters

* AIG co-teaching documentation	
* Learning Style and Interests Inventories	
* Lesson plans for teachers who serve AIG students	
* Gifted education resource library	
* Instructional maps	
* Honors, AP, Dual Enrollment Syllabi	

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

Standard 4: Personnel and Professional Development	
NC Virtual Academy (00B) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 4: Personnel and Professional Development	<i>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.</i>
* Practice A Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.	NC Virtual Academy AIG Coordinator Qualifications and Requirements: ■ A current North Carolina teacher's certification ■ North Carolina Gifted Certification ■ A master's degree or higher in education or related subject area ■ A minimum of three years of successful classroom teaching experience
AIG Coordinator Responsibilities:	NC Virtual Academy's AIG Coordinator is responsible for developing, monitoring, and evaluating the effectiveness of the AIG program. This includes initiating and overseeing the development of AIG protocols, guidelines, and procedures, and supervising AIG personnel. The AIG Coordinator will prepare the AIG budget for review and approval, ensuring that gifted populations receive equitable, differentiated, and appropriate services. The AIG Coordinator will facilitate the administration of AIG identification testing, write Differentiated Educational Plans (DEPs) or Individual Differentiated Educational Plans (I-DEPs), conduct professional development for staff, and will work collaboratively with the AIG Committee and stakeholders to write, evaluate, edit, and submit the AIG plan on a three-year cycle. Additionally, the AIG Coordinator will prepare and submit annual AIG headcounts and will serve as the liaison between the AIG program and the community or stakeholders. The AIG Coordinator will attend state and national conferences to stay updated on best practices in gifted education and represent the AIG program at various local, state, or national meetings, both in person and online. The AIG Coordinator will serve gifted students from grades K-12, consulting with teachers on differentiation of instructional strategies and curriculum for gifted learners. The AIG Coordinator will oversee all AIG referral, screening, and identification procedures, ensure the completion of necessary paperwork, and share relevant information at AIG team meetings and parent conferences. Testing will be administered at individual school levels, and the AIG Coordinator will ensure system-wide implementation of the local AIG plan, holding the program accountable for its outcomes. The AIG Coordinator will also maintain electronic copies of data on identified AIG students, including accurate child count data. The AIG Coordinator will also stay current on research-based instructional strategies by attending professional development sessions and reading educational research. Additional responsibilities include analyzing yearly surveys of students, parents, teachers, and other stakeholders to gather feedback on the quality and effectiveness of the program, and performing other duties related to the AIG program as assigned by the Academic Administrator. NC Virtual Academy will support the AIG Coordinator by offering robust professional development opportunities. This includes providing access to ongoing education through workshops, conferences, and webinars focused on gifted education, best practices, and emerging research. Additionally, NC Virtual Academy will assist the AIG Coordinator in obtaining or renewing certifications and credentials in gifted education and will facilitate networking opportunities with other AIG Coordinators and professionals to share strategies and resources.

Provision of Resources and Materials:

A key area of support for the AIG Coordinator and AIG Specialists will involve ensuring access to high-quality instructional materials and resources tailored to the needs of gifted learners. NC Virtual Academy will provide technological support, including platforms and tools that facilitate data tracking, communication, and differentiated instruction for gifted students.

Protected Time Allocation:

NC Virtual Academy will allocate protected time for the AIG Coordinator to collaborate with general education teachers, specialists, administrators, and other personnel in developing and implementing effective programming for gifted students. NC Virtual Academy will also support the AIG Coordinator by assisting in the gathering, analysis, and interpretation of student data, which is essential for making informed decisions regarding the identification of gifted students and the development of appropriate programming.

Dedicated Budget:

NC Virtual Academy will support the AIG Coordinator in applying for additional funding opportunities such as grants and scholarships, to enhance and expand the program's reach and effectiveness.

Support from School Leadership:

School leadership will play an active role in supporting the AIG Coordinator's initiatives and in prioritizing gifted education within the school's overall objectives. NC Virtual Academy will assist the AIG Coordinator in fostering partnerships with parents, local universities, and community organizations, which will further enrich the AIG program. School Leadership will help support clear and well-defined policies and guidelines for identifying and serving gifted students will be established, ensuring alignment with best practices. Additionally, NC Virtual Academy will support the AIG Coordinator in designing and implementing a systematic approach for evaluating the effectiveness of the AIG program, allowing for continuous improvement through ongoing feedback.

Mentorship and Coaching:

To further support the AIG Coordinator, mentorship opportunities will be provided, either internally or externally, offering guidance, advice, and encouragement. Leadership coaching will also be available to enhance the AIG Coordinator's skills in managing staff, building effective relationships, and promoting the AIG program within the school or school. This mentorship and coaching will ensure that the AIG Coordinator is well-equipped to lead and advocate for gifted education.

Advocacy:

NC Virtual Academy will encourage and support the AIG Coordinator in advocating for gifted students at all levels, ensuring that their needs are recognized and addressed. Furthermore, initiatives that raise public awareness about gifted education will help to ensure that staff, students, and parents understand the importance of these services and the value they bring to the educational community.

*** 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.

Elementary and Middle School AIG Specialists:

The elementary and middle school will have at least one AIG-certified Specialist or otherwise qualified teacher each who is responsible for supporting the implementation of the NC Virtual Academy AIG Plan. These teachers will work directly with AIG students and advanced learners to address their academic, intellectual, and social-emotional needs.

NC Virtual Academy AIG Specialist Requirements:

- A current North Carolina teacher's certification
- North Carolina Gifted Certification
- A minimum of three years of successful classroom teaching experience

NC Virtual Academy AIG Specialist Qualifications and Responsibilities:

- Oversee the implementation of NC Virtual Academy's AIG Plan within the school, collaborating with school leadership as determined by administration.
- Adapt the NC Standard Course of Study (SCOS) for K-12 students to meet the diverse needs of advanced learners in language arts, mathematics, and other subjects, utilizing differentiation strategies such as enrichment, extension, and acceleration.
- Implement a variety of research-based instructional practices that align with students' identified abilities, interests, and learning profiles to support diverse learning needs across grade levels.
- Implement supplemental resources to enhance curriculum and instruction based on evidence-based research.
- Promote the development of future-ready skills, including critical thinking, communication, collaboration, creativity, and leadership.
- Use ongoing formative and summative assessments to differentiate instruction and inform flexible grouping practices within the classroom.
- Create and implement curricular and instructional strategies that support the social and emotional development of AIG students.
- Collaborate with AIG Coordinator, general education teachers, special education teachers, multilingual learner (ML) instructors, and administrators to develop and implement differentiated curriculum and instruction for advanced learners.
- Support the design of purposeful strategies and differentiated curricula to cultivate the potential of students in the Nurturing Program.
- Develop and document individualized student plans that articulate differentiated curriculum and instruction services, such as a Differentiated Education Plan (DEP)/Individual Differentiated Education Plan, (I-DEP), matching the identified needs of K-12 AIG students. These plans are reviewed annually with parents and families to ensure effective programming, provide a continuum of services, and support school transitions.
- Play an active role in the school's AIG Committee, facilitating regular meetings to review and refine the AIG program, while advocating for the needs of AIG students across all populations and grade levels.
- Foster meaningful partnerships with parents/guardians, and the community to support the academic, intellectual, and social-emotional needs of AIG students.
- Encourage participation in extracurricular activities and events that enrich and further develop the interests and needs of AIG learners.
- Follow student screening, referral, and identification procedures consistent with the school's AIG plan.
- Maintain accurate and up-to-date data and records for AIG students.
- Develop and execute a plan for regular communication with parents and families of AIG students to ensure they remain informed and engaged in their child's progress.
- Employ diverse and effective instructional practices based on students' identified abilities, readiness, interests, and learning profiles, addressing a range of learning needs across all grade levels.

- Select and utilize a variety of research-based supplemental resources to augment curriculum and instruction.
- Foster the development of future-ready skills, including:
 - Critical thinking
 - Communication
 - Collaboration
 - Creativity
 - Leadership

Additionally, AIG Specialists may:

- Conduct an annual review of high school students, identifying those with high achievement on the PACT and ACT tests, achievement on other summative assessments, and EOC achievement in their area of identification.
- Assist with reviewing the Fall and Spring headcount.
- Assist students by:
 - Identifying those with potential who may not have opted into rigorous courses
 - Encouraging course progression based on student interest and/or academic achievement
 - Identifying and eliminating barriers to ensure that students from all demographic groups and economic stratification have access to higher-level courses.
 - Encourage participation in extracurricular programs and events that support the needs and interests of AIG/advanced learners
 - Develop partnerships with parents/guardians, and the community to provide meaningful support for the academic, intellectual, social, and emotional needs of AIG and advanced learners
 - Facilitate Equity by reviewing and refining the local AIG program and advocate for the needs of AIG and gifted students from all populations and grade levels

Through these efforts, AIG Specialists will contribute to creating a comprehensive, inclusive, and effective program that meets the needs of advanced learners and supports their growth both academically and socially.

*** 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.

NC Virtual Academy will establish expectations and opportunities for professional development focused on the identification, services, and support for AIG and advanced learners. These opportunities will be thoughtfully tailored to meet the needs of various stakeholders. The professional learning initiatives are aligned with the goals of the AIG Committees, which will aim to enhance understanding of the procedures for identifying AIG learners, raise awareness of the distinct academic, social, and emotional characteristics and needs of AIG and advanced learners, strengthen instructional capabilities to meet their needs, foster a school-wide commitment to advocating for gifted students, and support the implementation of systematic processes that ensure equitable identification and service delivery throughout the school. Staff will also be provided with training on equitable identification, characteristics of gifted learners, differentiation strategies, and fostering the academic talents of twice-exceptional students and multilingual learners (ML) students with advanced learning needs, a more extensive list is provided below.

NC Virtual Academy will commit to identifying and expanding professional development opportunities that address the need for focused, targeted learning for K-12 classroom teachers, school administrators, and other staff. These opportunities will aim to enhance the recognition of giftedness and exceptional abilities in students, while promoting best practices for fostering high potential in all learners. The differentiated professional learning opportunities may include, but are not limited to the following:

Administrative Staff- Professional development topics for administrators will encompass a range of strategies and best practices will be aimed at enhancing the education of gifted and talented students. Some options may include but are not limited to the following:

- Developing and implementing equitable identification processes (addressing the creation of and inclusive methods for identifying gifted students).
- Building and supporting a schoolwide culture of gifted education (fostering an environment that values and supports gifted education).
- Data driven decision making for gifted programs (teaching administrators how to leverage data from assessments, student performance, and other metrics to guide the development of effective gifted programs, monitor progress, and make necessary adjustments).
- Supporting social-emotional development of gifted learners (how administrators can create a supportive environment for gifted students by focusing on their unique social-emotional needs).

Teachers- Professional development for teachers will vary according to the grade band and will mainly focus on several key strategies to enhance the education of gifted and talented students. Some options may include but are not limited to the following:

- Differentiating instruction for gifted learners (provide strategies to tailor instruction to meet the needs of gifted students).
- Identifying gifted students (providing effective techniques to recognize giftedness and ensure equitable identification processes).
- Promoting critical thinking and problem-solving skills (helping students engage with complex problems and develop innovative solutions).
- Creating enrichment and extension opportunities (design activities that extend beyond the standard curriculum to deepen student knowledge and cater to their personal interests).
- Fostering social-emotional development in gifted students (equipping teachers with tools to support the emotional well-being of gifted students, manage challenges such as perfectionism, and address issues related to asynchronous development and peer relationships).
- Creating opportunities for independent and self-directed learning (equipping teachers with strategies to foster independent learning, allowing students to take ownership of their education and explore areas of personal interest).
- Implement flexible grouping for gifted students (providing opportunities for collaboration with diverse peers and engagement in tasks that stimulate creativity and critical thinking).

Counselors and Advisors- Professional development topics for counselors and advisors will address key strategies for supporting the unique needs of gifted students. Some options may include but are not limited to the following:

- Understanding the social-emotional needs of gifted students (equipping counselors and advisors with effective strategies to address the social-emotional challenges that gifted students often face).
- Guiding gifted students in academic and career pathways (explore best practices for assisting gifted students in navigating their academic journeys, including selecting rigorous courses, exploring career interests, and managing the pressures associated with high achievement expectations).
- Supporting the development of executive functioning skills in gifted students (will provide counselors and advisors with techniques to help these students improve essential executive functioning skills such as time management, organization, and goal setting).
- Fostering peer relationships and social integration for gifted students (strategies to help gifted students build positive peer relationships, manage potential social isolation, and fostering collaboration with diverse groups of students, supporting their overall well-being and social develop).

*** 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.

In elementary school, students in grades K-2 will receive nurturing and talent development activities, projects, and supports through cluster classes. In grades 3-5, students will be clustered and placed in classes taught by Certified personnel whenever feasible. High-achieving peers may be

clustered with identified students, but if this is not possible, students will be placed with teachers who have demonstrated growth with advanced learners through EVAAS data or who have completed professional development in gifted education. Push-in and pull-out AIG services will also be available when appropriate. In middle school, students will be clustered and offered advanced coursework, with placement in classes taught by AIG-certified personnel whenever feasible. High-achieving peers may be clustered with identified students, but if this is not possible, students will be placed with teachers who have demonstrated growth with advanced learners through EVAAS data or who have completed professional development in gifted education. Push-in and pull-out AIG services will also be available when appropriate. Advanced instruction will be delivered through differentiation and/or small group projects. High school students will have the opportunity to enroll in advanced coursework, such as Honors classes and Dual Credit Courses through partner community colleges or universities. Students are also encouraged to participate in electives and internships that align with their interests. All personnel are encouraged to pursue AIG certification either through college coursework or by passing the Praxis Exam (5358) with a composite score of 157 or higher and subsequently applying to have the certification added to their license through NCDPI.	
* Practice E Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds. Recruitment: The AIG Committee will collaborate with Human Resources to enhance the diversity of AIG-certified teaching staff to better reflect the demographic composition of our school. The selection process will be strategic and intentional, with a focus on recruiting teachers from underrepresented populations. Key strategies include: ■ Incorporating local AIG endorsement requirements into the onboarding process or establishing goal-oriented completion groups for new hires. ■ Involving the AIG Coordinator and AIG Specialists in the school's recruitment process to ensure alignment with best practices. ■ Maintaining a dedicated AIG hiring pool, which will include standardized interview protocols, questions, and response rubrics to guide the selection process. ■ Cultivating partnerships with local higher education institutions to recruit AIG teacher candidates directly from their teacher preparation programs. Retention: The AIG Committee will work with school administrators to create leadership opportunities for AIG-licensed teachers, fostering professional growth and engagement. This may include involvement in peer evaluations, school improvement teams, instructional planning teams, and other collaborative initiatives. Additional strategies to support retention include: ■ Advocating for the establishment of awards and recognition programs to celebrate the contributions of AIG-certified staff within the school community. ■ Depending on available funding, offering reimbursement for successful completion of the NCDPI licensure add-on in Gifted Education through Praxis testing. Teachers will be required to sign a commitment contract to remain employed at NC Virtual Academy for three years following certification.	
* Practice F Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.	

In response to the NCDPI Call to Action, NC Virtual Academy's professional development plan will focus on nontraditional characteristics of gifted learners and potential barriers to identification. NC Virtual Academy will focus on the following professional development:

- Understanding Metacognition
- Recognizing giftedness in underrepresented populations
- Recognizing giftedness in students of poverty
- The Social and Emotional needs of gifted learners

To accomplish this goal, a multitude of resources will be used including videos, podcasts, books, and/or in person training.

*** 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 opportunities will be carefully aligned with the goals of NC Virtual Academy's AIG program, other school initiatives, and best practices in gifted education to ensure that all educators are well-prepared to meet the unique needs of gifted and advanced learners. This alignment will be achieved by designing professional learning experiences that directly support the strategic objectives of the AIG program, such as enhancing identification processes, differentiating instruction, and fostering social-emotional development among gifted students. These opportunities will also integrate the broader school initiatives, ensuring that teachers and staff can apply consistent practices across various academic programs and student populations.

Professional development will be grounded in current best practices in gifted education, informed by research and evidence-based strategies that have been proven to support the growth and achievement of gifted students. This will include, but not be limited to, differentiation strategies, enrichment activities, and techniques for creating a learning environment that nurtures the intellectual and emotional well-being of gifted learners.

To further support the ongoing development of educators, professional learning opportunities will include multiple avenues for refining and applying the concepts taught. This will involve not only traditional training sessions but also opportunities for collaborative learning, peer observation, and reflective practice. Teachers will have the chance to work together to explore how to implement strategies in the classroom, share insights, and adjust their approaches based on student outcomes and feedback. Furthermore, these opportunities will be designed to be flexible, allowing educators to tailor their professional growth to their specific contexts, whether they are working with elementary, middle, or high school gifted learners. By providing these opportunities for ongoing refinement and application of professional learning, educators will be better equipped to deliver high-quality, individualized instruction that meets the diverse needs of gifted students.

*** Ideas for Strengthening the Standard**

- Conduct PD Survey
- AIG Coordinator and Team members will collaborate with teachers to create support materials

Planned Sources of Evidence

* Survey results

* Assessment data		
* Academic checks, grades, reports and end of grade scores		
* PLC meeting notes		
Type	Documents	Document/Link
AIG Standard 4 Additional Resources	Document Template	
	N/A	

Standard 5: Partnerships	
NC Virtual Academy (00B) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 5: Partnerships	
<i>The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.</i>	
* Practice A Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students: ▪ academic and intellectual ▪ social and emotional.	
Partnering with parents/guardians is critical in ensuring successful support for AIG students. Current two-way communication efforts at NC Virtual Academy will include the following: ▪ AIG Parent Orientation ▪ AIG School Level Conferences ▪ AIG Town Hall Meetings ▪ AIG Parent Newsletters ▪ School Website ▪ School Newsletter ▪ Email Communications ▪ Intentional Phone Calls ▪ AIG Stakeholder Meetings The AIG Coordinator and AIG Specialists will maintain regular communication with parents at each individual school level throughout the year. At the middle and high school level, AIG Coordinators and counselors will work closely with parents/guardians and students to provide details about course offerings and enrichment opportunities. The AIG specialist will also support students and families in developing a Growth Mindset in Gifted/Advanced Learners, Social -Emotional Needs of Gifted/Advanced Learners, parenting a Gifted/Advanced Child, and other topics that increase parent/family understanding of supporting their child's unique academic, social, and emotional needs.	
* 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. Continued partnerships with area institutions of higher education offer student learning experiences beyond the typical classroom. NC Virtual Academy will partner with Stride K12, North Carolina Virtual Public Schools (NCVPS), and the NC School for Science and Math (NCSSM). These partnerships offer extended learning opportunities for gifted and advanced learners while fostering continued talent development in gifted and	

advanced learners. NC Virtual Academy also has a partnership with Southern New Hampshire University that offers graduates a 20% discount on tuition. NCSSM: 2024-2025 NCSSM Connect Course Catalog.docx - Google Docs NCVPS: Catalogs - NCVPS NC Virtual Academy will also provide advanced learners with the opportunity to partake in: ▪ Skills USA: STEM Workshops in ES, SPARK Newsletter ▪ Fellowship of Christian Athletes ▪ Stride College and Career Prep Scholars ▪ National Honor Society ▪ National Jr. Honor Society ▪ Beta Club	* 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. The AIG Committee will serve as an advisory group and will be composed of a diverse group of members, reflecting the demographics of our school community. This group will operate with flexibility, maintaining a core membership while incorporating a variety of perspectives, expertise, and skills to effectively review and develop AIG programming that aligns with the needs of the school. Opportunities to serve on the AIG Committee will be extended to General Education teachers, AIG teachers, parent liaisons, school administrators, and Head of School. The primary focus of the AIG Advisory Board will be to enhance its role in analyzing program data and providing actionable feedback aimed at fostering continuous improvement of the AIG program.
* 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.	Information regarding the local AIG plan, program, and policies will be shared in multiple ways to reach all stakeholders. Multilingual communication with families will be a priority. In the event of a language barrier, all communications will be translated to ensure accessibility for the family. Communication with stakeholders will include the following practices: ▪ The AIG Committee will provide stakeholders with a newsletter each semester which will serve as the primary communication tool between the AIG teachers, school level administrators, Head of School, and the Board of Representatives. The intention of this newsletter will be to inform school leaders about the local AIG program, the AIG plan, and regulations related to gifted education.

▪ The AIG Committee will email a quarterly newsletter to families to inform them about local AIG program updates and opportunities available to gifted/advanced learners and/or their families. ▪ The Head of Operations, along with Stride k12, will maintain the NC Virtual Academy webpage which will house the AIG plan, programming information, annual PowerPoint presentation, and current policies. ▪ The AIG Committee will develop an annual PowerPoint presentation reflecting current program policies, services, data and opportunities for involvement to be shared at school and parent informational meetings. ▪ At the time of referral for AIG, parents/guardians will receive information outlining the screening, identification, and placement procedures; service delivery options; annual review process; procedures for resolving disagreements; and contact names, emails, and phone numbers to receive additional information. ▪ When a child is identified within an AIG program, the parents/guardians will attend an initial placement conference to discuss service delivery and develop a Differentiated Education Plan (DEP)/Individual Differentiated Education Plan, (I-DEP) for their child. ▪ Annual informational parent meetings will be held during the first six weeks of the academic school year to discuss AIG services as part of the annual review.											
* Ideas for Strengthening the Standard											
Secure more local partnerships to support AIG learners.											
Planned Sources of Evidence											
*	Information letters and emails										
	Parent feedback form										
	AIG committee meeting minutes form										
<table> <tr> <th>Type</th><th>Documents</th><th>Document Template</th><th>Document/Link</th></tr> <tr> <td>AIG Standard 5 Additional Resources</td><td></td><td>N/A</td><td></td></tr> </table>				Type	Documents	Document Template	Document/Link	AIG Standard 5 Additional Resources		N/A	
Type	Documents	Document Template	Document/Link								
AIG Standard 5 Additional Resources		N/A									

Standard 6: Program Accountability	
NC Virtual Academy (00B) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 6: Program Accountability	
<i>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.</i>	
* 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.	
NC Virtual Academy will develop and actively maintain a comprehensive AIG plan that is in compliance with state legislation.	
The 2025-2028 plan will meet the legal requirements of Article 9B while incorporating current best practices in gifted education. This AIG plan will be a working document reviewed annually, formally revised, and resubmitted every three years to comply with state legislation. NC Virtual Academy's Board of Directors will review and approve the AIG plan. The AIG Committee, Head of School, administration, and stakeholders will continue to work collaboratively to develop, implement, and monitor the effectiveness of the local AIG plan and programming.	
2025-2028 Cycle	
•Year 1: Feedback from the current plan will be disseminated to the AIG Committee and all stakeholders for analysis and response. The plan will be implemented and monitored to ensure that best practices are followed with fidelity. The plan will be accessible on the school website and/or shared drive. Ideas, suggestions, and feedback will be consistently reviewed and addressed. Stakeholders will meet semesterly to discuss student data, feedback, suggestions, and relevant research. •Year 2: Stakeholders will be offered regular opportunities to provide suggestions, ideas and feedback for the current plan. The AIG Committee will convene to review and discuss the suggestions and feedback received. Additionally, relevant research, data, and best practices will be examined to inform any necessary adjustments or improvements to the plan. •Year 3: AIG Coordinator, AIG Specialists and other staff will work collaboratively to generate new ideas for the plan, using data, feedback, suggestions, policies, and best practices to guide discussions and decisions pertaining to the local AIG Plan. The AIG Coordinator will incorporate this information along with insights from professional development, PLC data, conferences and other sources, to review and revise the existing AIG Plan. Once the revised plan is written, the AIG Committee will meet to review and make edits to the new draft. Afterwards, the draft will be sent to the Head of School for review. Following the Head of School's review, any feedback and corrections will be made. The plan will then be presented to the Board of Directors for review and feedback. If the Board provides feedback, the plan will be revised accordingly to incorporate their recommendations. The updated plan will be resubmitted for final approval to the Board of Directors. Upon final approval from the Board of Directors, the plan will be submitted to the North Carolina Department of Public Instruction for review and feedback.	
* 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.	

NC Virtual Academy will establish a comprehensive system for monitoring the implementation of the local AIG Program and Plan. This system will ensure regular oversight throughout the entire plan cycle. Each August, before the academic year begins, the AIG Committee will convene to conduct a self-assessment based on data from the previous year. Necessary revisions to the plan may be made at this time.

The AIG Committee will carefully monitor student referrals and identifications to promote equity across the program. Additionally, in collaboration with AIG Coordinator, Specialists, and school administration, the committee will oversee K-12 programming to ensure that advanced course offerings, such as honors and Dual Enrollment, are integrated into the curriculum.

NC Virtual Academy's AIG Coordinator will create a walk-through checklist for observing the implementation of enrichment and differentiation strategies in classrooms. They will also conduct quarterly check-ins with teachers of AIG students to ensure the appropriate needs of these students are addressed in accordance with the AIG Plan. The AIG Coordinator and AIG Specialists will meet to review the implementation of the plan and ensure its fidelity. Data collected during this quarterly check-in will be shared with the AIG Committee, where strategies to enhance differentiation and enrichment will be discussed.

Teachers will also engage in collaborative planning sessions to share ideas on differentiation and enrichment, with any necessary revisions to the plan being made accordingly. At the midpoint of the AIG plan cycle, the AIG Coordinator will report to the North Carolina Department of Public Instruction regarding the school's progress in executing the plan.

The AIG Committee will provide quarterly updates to stakeholders on the progress toward achieving the goals outlined in the AIG Plan. Additionally, the AIG Committee, AIG Coordinator, and AIG Specialists will evaluate the local AIG Plan to assess its effectiveness. Data from observations and walk-throughs will be analyzed, detailing the current cycle's AIG goals, and will be distributed to stakeholders. Lastly, the AIG Coordinator will collaborate with the Finance department to ensure that AIG funding is appropriately allocated to support the implementation of the AIG program.

*** 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.

NC Virtual Academy's AIG budget will be developed through collaboration with the Board of Directors, Head of School, Stride's Finance Department, and AIG Coordinator to support the goals of the AIG plan and comply with Article 9B, passed by the General Assembly, which allocates 4% of the school's ADM for the exclusive support of AIG students and those with the potential to perform at a high level. The budget will be designed to align with the goals, initiatives, and programming outlined in the AIG plan, ensuring it addresses the specific needs of AIG students at NC Virtual Academy.

The proposed budget, along with any requests for additional local funding to support the AIG plan's objectives, will be reviewed and approved by the Board of Directors. The Head of School and Stride's Finance Department will regularly meet to ensure that funds are used effectively in accordance with the AIG program goals and the needs of AIG students. Examples of budget development considerations include, but are not limited to:

- Prioritization of personnel, expenditures, resources, and professional development will be done equitably, based on program needs and the value added to the individualized support of the AIG population.
- An annual review of funding will be conducted in collaboration with the Finance Department to assess the alignment of the current budget with the goals outlined in the AIG plan.
- Efforts will be made to secure additional funding through grants, partnerships, and community organizations that can sponsor enrichment opportunities for students.

■ Expenditures will be monitored through a formal funds request process, prioritizing materials and resources that directly enhance AIG student learning and support. ■ Funds will be allocated to support AIG-certified personnel and to provide add-on certification opportunities for interested teachers. ■ A partnership will be established with the Title I Department to leverage Title I and Title II funds in addressing the needs of AIG students from underrepresented populations. ■ An annual spending report will be provided to the Head of School and Board of Directors to ensure that funds are allocated in accordance with local laws and program objectives.	* 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. The AIG Committee will systematically collect and analyze a variety of student achievement and growth data, including annual attrition rates for AIG students. This data will be disaggregated to identify patterns and trends over time, informing the development of mindsets, policies, and practices aimed at promoting equity and excellence. To facilitate secure communication and data sharing, the AIG Committee will maintain an AIG SharePoint platform. This platform will serve as a centralized, secure space, where AIG personnel will be encouraged to collaborate and share sensitive information related to AIG services. The AIG SharePoint platform will house student-level data, including diagnostic assessments, achievement data, and both formative and summative assessments. Data coaches will be available to support the AIG Coordinator, AIG Specialist, AIG Committee, and teachers in analyzing this data. Coaches will help guide the interpretation of findings to ensure that decisions regarding AIG student needs and programming are based on accurate and timely information. The data collected will also be used to identify trends that provide insight into the effectiveness of the AIG Plan. Feedback derived from this analysis will be used to refine practices and strategies to better serve the needs of AIG students. The specific types of data utilized are outlined below. Elementary Level: ■ Demographic information regarding elementary students identified as AIG ■ EOG Scores ■ BOG-3 Score ■ Results from qualitative measures ■ Trend information regarding AIG students who leave the school at the end of 5th Grade. ■ The number of students entering into AIG in grade 3 Middle School Level: ■ Demographic information regarding middle school students identified as AIG. ■ EOG and EOC Scores ■ Results from qualitative measures ■ Trend information regarding AIG students who leave the school at the end of 8th grade ■ Student math placement in advanced courses ■ The number of AIG students receiving math services but not advanced ELA services
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High School Level:

- EOC and CTE Scores
- Pre-SAT scores
- Pre-ACT scores
- SAT scores
- ACT Scores
- Report of AIG students who received AIG services and participated in Internship Apprenticeship, and/or Mentorship opportunities.
- Report of AIG students who successfully completed Honors
- Earned credits and degrees through Dual Enrollment
- Earned credits through AP courses
- Pathway completion and credentials earned through CTE courses
- Annual attrition data for students identified as AIG as early warning prevention and to evaluate the effectiveness of equity of the AIG program
- Annual report of students who are recognized as Merit Scholars or have received full scholarships
- AIG students who have graduated early

All Grade Bands:

A centralized early warning system will be established, starting at the elementary level, to identify AIG students who may be at risk of disengaging from school. The AIG Coordinator and AIG Specialists, in collaboration with teachers, will develop targeted supports tailored to meet the specific needs of these students. To support these efforts, the following data will be collected and analyze:

- EVAAS growth reports for AIG students
- School use of a comprehensive k-12 college, career, and life planning system to assist AIG students to identify strengths and interests and to provide support for their post-secondary goals
- Data regarding the number of AIG students experiencing homelessness
- Data regarding the social and emotional needs of AIG students to provide insight into the programs and support made available to them
- Program data will be analyzed and used to monitor program fidelity and effectiveness as well as adjust for improving outcomes for AIG students

*** 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.

NC Virtual Academy will emphasize an equitable, data-driven approach to identifying and supporting students through its Academically and Intellectually Gifted (AIG) program. The AIG Coordinator will work collaboratively with teachers, school administrators, and special services to ensure that all students, including those who are twice or thrice exceptional, have equitable access to NC Virtual Academy's AIG referral processes. This will involve using a range of screening criteria that incorporates achievement, aptitude, rating scales, and portfolios to ensure that the highest-performing students, regardless of ethnicity, gender, or socioeconomic status, are considered for AIG supports. NC Virtual Academy's identification process will be carefully designed to address the needs of underrepresented populations, with a specific focus on eliminating barriers related to race, ethnicity, language, and exceptionalities. Data tracking from headcounts, student performance, and referrals will be continuously analyzed to monitor the representation of diverse student groups in AIG programming, ensuring that equity remains at the forefront of all decision-making. Strategic initiatives

include the development of a Nurturing Program for K-2 students demonstrating gifted characteristics. Special attention is given to the needs of multilingual students in partnership with the multilingual learner (ML) department, while close attention is also paid to the needs of economically disadvantaged students. The AIG Committee, through ongoing professional development and collaboration, will commit to refining and enhancing the referral and identification process to ensure that all students, regardless of their demographic background, have access to the academic rigor and opportunities they deserve.

*** 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.

A primary objective of NC Virtual Academy's AIG Plan is to ensure that students identified as AIG are assigned to teachers who are well-versed in addressing the academic, intellectual, and social-emotional needs of these students. Whenever possible, AIG students will be placed with AIG-certified staff to foster effective learning environments and support student growth.

Information regarding the licensure of personnel serving AIG students is readily available through the Built for Teams portal and the Human Resources (HR) department. AIG Coordinators and administrators also have access to certification data through the North Carolina Department of Public Instruction (NC DPI) online licensure system. Additionally, the AIG Coordinator will maintain records of AIG professional development completion and AIG-certified personnel.

Each year, the AIG Committee will review the HR Department's report on AIG-certified personnel to assess the following:

- Data pertaining to AIG-licensed staff at each school level
- Completion of AIG-relevant professional development
- The percentage of AIG students served by AIG-certified staff

The collected data will be frequently updated to ensure that AIG students are being taught by the most qualified and certified educators. NC Virtual Academy is committed to increasing the number of AIG-certified staff. Furthermore, the AIG Committee will continue to engage AIG-certified teachers, even those not directly teaching AIG students, to offer them opportunities to advocate for AIG students in their current roles.

*** 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.

Formative and summative feedback on the ongoing implementation and effectiveness of the local AIG program will be systematically collected and analyzed to inform continuous program improvement. Feedback mechanisms include, but are not limited to:

- Annual surveys distributed to parents or guardians and students
- Annual focus groups
- Interviews as needed
- Individual parent meetings (when scheduled)
- Semester parent-teacher conferences

In addition to formal feedback methods, informal input will be gathered through school leadership, department meetings, and other school-based interactions. The AIG Committee will seek comprehensive feedback from a variety of stakeholders, ensuring diverse perspectives are considered.

Clear, consistent communication will be a priority, with ongoing updates provided to the AIG Committee regarding the implementation and progress of the AIG plan. Informal communication channels will also be available for the AIG Coordinator to engage with stakeholders and address questions or concerns regarding the AIG program and its objectives.

*** Practice H**

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

The data from both formal and informal evaluations of the AIG program will be collected, analyzed, and shared with stakeholders on a quarterly basis. Key insights, including program implementation, data results, goals, and recommendations for improvement, will be presented to leadership during quarterly meetings. The AIG Coordinator and AIG Committee will compile an annual report on the implementation of the AIG plan, which will be distributed to the Board of Directors, Head of School, and the leadership team. This report will provide an overview of the AIG plan's status, along with summative and evaluative assessments. A summary of the report will be shared with AIG teachers and staff during PLC meetings. Additionally, a comprehensive review will be posted on the school's website and made available to all stakeholders.

*** 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.

NC Virtual Academy's AIG Program aligns with state policies and procedures governing the administration of gifted programs and services. NC Virtual Academy's Plan, approved by the local Board of Directors, and reviewed by the North Carolina Department of Public Instruction, will remain fully compliant with all program components. This will include annual reviews of screening, testing, and identification procedures to ensure equity, consistency, and adherence to best practices. This plan will outline written policies and procedures, including informed consent for identification and placement, reassessment processes, transfers from other LEAs, and procedures for resolving disagreements.

AIG case decisions will be made and monitored by the AIG Committee, with support from the Special Programs Department and school administration. Meeting minutes will be required as a means to document discussions and decisions. The AIG Committee will meet monthly to discuss and review all casework for final decisions, including students who transfer from other LEAs.

Informed Consent:

A parent or guardian must sign a consent form for evaluation before testing can begin. Once a placement decision is made, a parent or guardian will be required to sign an agreement for services. This agreement or Differentiated Education Plan (DEP)/Individual Differentiated Education Plan (I-DEP) will be reviewed annually and signed by parents or guardians ensuring that services are implemented at each grade level. Program and services provisions will be outlined in NC Virtual Academy's Local AIG Plan and approved by the School Board. Appropriate and sufficient service delivery to identified students will be monitored, adjusted when needed, and reviewed for modifications on an annual basis, or as needed. Special needs gifted students, including highly gifted, twice exceptional, disabled, or socio/economically disadvantaged, will receive services tailored to their specific needs. Other important AIG practices such as contact time for services, clustering guidelines, direct and consultative services, diagnostic assessment tools, curriculum extensions, enrichment opportunities, and social-emotional supports will be outlined in the Local AIG Plan to ensure oversight to the program and service delivery.

Transfer Procedures:

AIG Identified students who are transferring into NC Virtual Academy procedures are as follows:

Parents will be required to provide documentation of gifted placement from the student's previous LEA. Alternatively, the AIG Committee and/or administration can request AIG records. Any documents received will be submitted to the AIG Committee along with a completed Transfer Request form that the committee will review to verify placement assessment data, services provided, and other relevant information. Once previous placement has been verified, the AIG Coordinator and/or AIG Specialist will meet with the student's parent or guardian to obtain consent for NC Virtual Academy AIG placement and services. If previous placement cannot be verified, the parent or guardian will be notified that additional testing may be required.

Reassessment Procedures:

NC Virtual Academy's policy will allow for reassessment every two years with exceptions for documented illness. A parent or guardian must submit a written request for reassessment to the school's AIG Committee. This written request must clearly articulate the concern and provide an explanation as to why reassessment may be needed. The AIG Committee will assemble the student's case file which includes all relevant screening, assessment, and placement decision data. The AIG Committee will thoroughly review the available data and make a decision for reassessment. The parent or guardian will be notified of the decision in writing. In cases where reassessment is deemed necessary, standard protocol for requesting evaluation consent will be adhered to.

Procedures to Resolve Disagreements:

NC Virtual Academy's procedures for resolving disputes regarding a student's identification as academically or intellectually gifted or the suitability of services provided to such students are as follows:

- Due Process Procedures Regarding AIG Eligibility Determination and Services Decisions.
- The rights of parents or guardians are informed consent, the right to refusal, and due process procedures concerning failure to identify a student as eligible for services when they have met the identification criteria.
- Failure to provide the services specified in the AIG agreement or DEP/I-DEP.

Step 1: Appointment with grade band teacher:

The parent/guardian may request an appointment with the AIG Teacher to discuss their concerns. If this does not resolve the concern, the parent may proceed to step 2.

Step 2: Appeal to the AIG Committee:

The parent or guardian may request a conference with the AIG committee. This request must be made in writing and should include reasons for the appeal. If this request pertains to testing results, it must be made within 30 business days of receiving the test results. The AIG Committee will be given up to 10 business days to convene members together for a conference. During the conference, the concern will be discussed and the information used to determine eligibility for service delivery options will be reviewed with the parent or guardian. If necessary, the student's teacher(s) may be asked to provide further documentation concerning learning characteristics and achievement by the AIG Committee. Relevant information will be shared with the parent or guardian and minutes of the conference will be recorded. Signatures will be obtained from everyone present. If the disagreement is not resolved at this level, the parent or guardian may proceed to step 3.

Step 3: Appeal to the School Principal

The parent or guardian may appeal against the decision of the AIG Committee to the principal. The parent or guardian must submit, in writing, a detailed explanation of their concerns and specific points of disagreement with the decision of the AIG Committee. This written appeal should be submitted within three business days of the decision from the AIG Committee. A conference will be scheduled with parents or guardians within ten

business days of receipt of the appeal. The principal will review the concern(s) and additional information may be requested from the student's teacher, the AIG Committee, and/or the parent or guardian prior to the conference. Minutes will be recorded, and signatures will be obtained from all attendees. The principal will provide a written response to the concern(s) within 10 business days of the conference. If the issue remains unresolved at this level, the parent/guardian may proceed to step 4. Step 4: Appeal to the Head of School: The parent or guardian may appeal against the decision of the principal to the Head of School in writing within three business days of the decision. The appeal must be submitted in writing and should clearly outline concerns and specific points of disagreement. The Head of School will review the written appeal and may request additional information from the student's teacher, parents or guardians, the AIG Committee, and/or the principal. The Head of School will conduct a follow-up meeting with the parent or guardian. Minutes will be recorded during and signatures collected during this review. Following the meeting, the Head of School will provide a written response within three business days. If an agreement is not reached at this level, the parent/guardian may proceed to step 5. Step 5: Appeal to the Local School Board: The parent or guardian may appeal against the decision of the Head of School to the School Board in writing within three business days of the decision. The written request must outline the concerns and specific points of disagreement. The School Board will review the written appeal and may request further information from the child's teacher, the AIG Committee, the parent or guardian, the principal, and/or the Head of School. The School Board will convene to review the appeal. The School Board will provide a written response to the appeal after the Governance Committee makes a decision. If the issue remains unresolved at this level, the parent or guardian may proceed to step 6. Step 6: State Level Grievance Procedure: If the parent/guardian disagrees with the decision of the School Board, they may file a petition for a contested case hearing in accordance with Article 3 of Chapter 150B of the General Statutes, the Administrative Procedures Act of North Carolina. The scope of the review will be limited to: ▪ Whether the local LEA improperly failed to identify the student as eligible for services within its gifted education program. ▪ Whether the local LEA implemented and provided services as specified within the AIG agreement. Following the hearing, the Administrative Law Judge shall serve the final decision. A copy of the written findings and the decision will be provided to the parties involved and to the State Superintendent of Public Instruction. Attorney's fees will not be awarded to parents, even if they prevail in the due process hearing.	Click here to remove the table and use only the narrative field.
* Ideas for Strengthening the Standard ▪ Develop Annual Surveys for staff, parents and guardians, and students ▪ Complete Report to Monitor Effectiveness of the program ▪ Survey Analysis	Planned Sources of Evidence

* Procedures to resolve disagreements		
* Consent for evaluation		
* EVAAS scores		
* AIG headcount report		
* AIG Praxis certification information		
* Yearly average data		
Type	Documents	Document/Link
AIG Standard 6 Additional Resources	Document Template	
	N/A	

NC Virtual Academy (00B) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:

06/03/2025 

AIG Related Documents

NC Virtual Academy (00B) 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	NCVA Local Board Approval Document 6/3/2025
Optional Documents		
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Glossary

NC Virtual Academy (00B) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Phrase	Definition
Academically Gifted in Math (AM) or Reading (AR)	Students who exhibit high performance capability in the intellectual areas of reading or math, using universal screeners, test data, performance/observations, and questionnaires/surveys.
Academically Gifted in Math and Reading (AG)	Student who exhibits high performance capability in the intellectual area
Academically and Intellectually Gifted (AIG)	Student who exhibits high performance aptitude in intellectual areas, specific academic fields or in both intellectual areas and specific academic areas.
Acceleration	Programs or pacing that allows students to move forward in the curriculum as they achieve mastery of content and skills such as course acceleration, grade acceleration, dual-enrollment, and compacted courses
Achievement Test	A test that measures what students have learned or have been taught in a specific content area related to the expected achievement of average students. It does not gauge potential.
Advanced Placement (AP)	A program developed by the College Board where high schools offer courses that meet criteria established by institutions of higher education. In any instances, college credit may be earned with the successful completion of an AP exam in specific content areas.
AIG Committee	A team facilitated by the school-based AIG Coordinator, including teachers, the Counselor, Social Worker, and other support staff.
AIG Coordinator	Personnel who support AIG specialists and classroom teachers and coordinate all aspects of the AIG program in an effort to address the academic, intellectual, social-emotional needs of all gifted learners.
Aptitude	An inclination to excel in performance of a certain skill.
Aptitude Test	A test that attempts to determine and measure a person's ability to acquire some specific sets of skills (intellectual, motor, and so on). The tests assume that people differ in their special abilities and that these differences can be useful in predicting future achievement.
Article 9B	Academically or Intellectually Gifted Students [N.C.G.S.-115C-150.5-8]. Article 9B is the current legislation mandating identification and services for gifted education for grades K-12. Article 9B provides a state definition for AIG students and requires LEAs to develop their year AIG level plans with specific components, to be approved by local school boards and subsequently sent to the State Board of Education (SBE) and the Department of Public Instruction (DPI) for review.
Cluster Grouping	A grouping assignment for gifted students in the regular heterogeneous classroom. Typically, five or six gifted students with similar needs, abilities, or interests are clustered in the same classroom, which allows the teacher to more efficiently differentiate assignments.
Cognitive Abilities Test (CogAT)	A nationally normed, group-administered ability test administered as a screener to aid in determining the eligibility academically and gifted students.

Computer-Based Instruction	Computer-based instruction can be used both to enrich the curriculum and remediate specific skill deficits. This is particularly appropriate for students having specific skill gaps (gifted underachievers learning disabled gifted students, or those from culturally diverse backgrounds). Care must be taken that software is selected for enrichment that challenges thinking, problem-solving, and decision-making. Making appropriate programs and services are also available through the internet.
Co-Teaching/Classroom Consulting	A collaborative approach in which two teachers work together to plan and implement instruction.
Differentiation	The act of modifying curriculum and instruction, based upon content, pacing, and/or product to meet unique student needs within the classroom.
Differentiated Education Plan (DEP)/Individualized	A document used for setting and reviewing the annual learning environments, strategies, and goals of a gifted learner. Students, parents, and teachers participate in the development and review of the DEP. This document outlines how a gifted child's education will be different from his or her non-gifted peers. An I-DEP is a DEP that is created when a student has been identified as highly gifted and requires a specialized differentiation plan for that individual.
Dual Enrollment	The process of providing middle and high school students a wide range or rigorous academic and technical courses, savings in time and money on a college degree, promoting efficiency of learning and enhancing admission to and retention to college.
Education Value Added Assessment System (EVA)	A customized K-11 software system available to all North Carolina school districts which provides their educators with tools to improve student learning and to reflect and improve their own effectiveness.
End-of Course Tests (EOC)	Criterion-referenced comprehensive tests required of students in North Carolina high schools to measure proficiency in various subject areas.
End-of -Grade Tests (EOG)	Criterion-referenced comprehensive tests required of all North Carolina students, grades three through eight to measure proficiency in reading and math as well as science in grades five and eight.
English Learners (EL)/English Language Learners(EL)	Students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses
Enrichment	Activities which allow students to design, create and learn without limits, and may occur in the regular classroom or in a separate setting.
Flexible Grouping	An instructional strategy where students are grouped together to receive appropriately challenging instruction and allows students to move in and out of various grouping patterns, depending on the course content or skill.
Formal Evaluation	A formal evaluation means that the student has moved from the screening process into a formal evaluation process that results in one or two outcomes: (1) the child qualifies for services or (2) the child does not qualify for services at this time.
Formative Assessment	An assessment used to monitor student learning and provide ongoing feedback which can be used by instructors to improve their teaching and by students to improve their learning.
Honors Classes	Exclusive, higher-level classes that proceed at a faster pace and cover more material than regular classes which are reserved for talented middle and high school students who excel in certain subjects.
Identification	Identification is the formal process of identifying a child as being eligible or not eligible to receive services through a DEP or I-DEP.

Intellectually Gifted (IG)	Students display a composite score at or above 95th percentile on an aptitude test such as CogAT or display a composite score at or above 90th percentile on an aptitude test, such as CogAT AND a score at or above 90th percentile on a non-verbal aptitude subtest, such as CogAT.
Local Education Agencies	A public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary schools or secondary schools.
Multi-Tiered System of Support	A frame with a tiered infrastructure that uses data to help match academic and social-emotional behavior assessment and instructional resources to each and every student's needs.
NC DPI	The acronym for North Carolina Department of Public Instruction.
NCSCOS	The acronym for North Carolina Standard Course of Study, which can also be referred to as the Common Core Curriculum and Standards
North Carolina Virtual Public School (NCVPS)	A virtual program used to provide courses that students are unable to take at their local schools at no cost to the local school or families.
Performance Task	Assignments or assessments that require students to apply their knowledge and skills to real-world or complex situations. These tasks go beyond traditional multiple-choice or rote memorization tests by engaging students in higher-order thinking, problem-solving, and creativity.
Pre-ACT	Performance tasks often involve open-ended responses, project-based learning, experiments, presentations, or other hands-on activities that demonstrate a student's ability to analyze, synthesize, and apply what they have learned. They are commonly used in authentic assessments to measure deep understanding, critical thinking, and mastery of subject matter.
Problem Based Learning (PBL)	A student-centered instructional strategy in which students collaboratively solve problems and reflect on their experiences. Learning is driven by challenging, open-ended problems. Students may work in small collaborative groups. Teachers take on the role as "facilitators" of learning.
Professional Development (PD)	Training for educators to promote growth and continuous improvement to help build capacity to support AIG students in a variety of ways.
Referral Process	The referral process is the recommendation of a student for the screening process. Anyone can nominate a student for screening.
Right of Consent	The right of consent occurs when a parent/guardian has been fully informed regarding the action of the school for which the parent/guardian's consent is being requested. Informed consent is expressed as written permission when a parent/guardian signs a form declaring that they consent to a process that involves their child. In the case of AIG services, this process is either consent to further testing and/or consent to AIG services.
Right to Due Process	The right to due process includes informed consent for placement, informed consent for services, and a clear process to resolve disagreements for families that is aligned with Article 9B and school policies.

Right to Refusal	The right of refusal occurs when a parent/guardian has been fully informed regarding the action of the school system for which the parent/guardian consent is being requested. Informed consent is expressed as written denial when a parent/guardian signs a form declaring that they do NOT consent to a process that involves their child. IN the case of AIG services, this process is either refusal for further testing and/or refusal for AIG services.
Scholastic Assessment Test (SAT)	A standardized test administered to high school juniors and seniors is to measure literacy, numeracy and writing skills that are needed for academic success in college.
Social and Emotional Learning (SEL)	The process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.
Subject Acceleration (Single)	A student bypasses the usual progression of skills and content mastery in one subject where significant advancement or proficiency has been documented. The student will progress at the regular instructional pace through the remaining subject areas.
Summative Assessment	An assessment used to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark.
Talent Development Programs	Curricula, and services for gifted and talented students that can best meet their needs, promote their achievements in life, and contribute to the enhancement of our society when schools identify students' specific talent strengths and focus educational services on these talents.
Technology-Based Instruction	Technology-based instruction can be used both to enrich the curriculum and remediate specific skill deficiencies. Activities that challenge thinking, problem solving, and decision-making using 21st century skills is encouraged.
Test of Non-verbal Intelligence	A language-free measure of cognitive ability which is administered and intended for ages 6-90, and includes subtests items requiring problem solving for sequencing, analogies, and categorization.
Tiered Assignments	The teacher uses different levels of activities within the class to accommodate the needs and prior knowledge level of the student. Students may explore the same content but at different levels of complexity.
Twice Exceptional Student	A term used to identify a student having dual exceptional, that is both gifted and disabled.
Universal Screening Tool	Universal screening is the systematic assessment of all children within a given class, grade, school building, or school district, on academic and/or social-emotional indicators that the school personnel and community have agreed are important.