

Mission/Vision Statement and Funding

North East Carolina Preparatory School (33A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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

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

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

* Mission and/or Vision Statement(s)

North East Carolina Preparatory School's Academically or Intellectually Gifted Education Program is a part of collaboration of services that promote and support the academic achievement of all students while emphasizing appropriate educational opportunities for the gifted learner.

The Academically or Intellectually Gifted Education Program believes that students from all cultural and socioeconomic populations can exhibit exceptional abilities and is committed to providing an appropriate differentiated instructional program to meet the unique needs of gifted learners to prepare them to be globally competitive.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 40,000.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification	
North East Carolina Preparatory School (33A) 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.
	North East Carolina Preparatory will begin the formal identification for Academically or Intellectually Gifted (AIG) services in third grade. NECP utilizes the Otis-Lennon School Abilities Test (OLSAT) as the schools screener administered to third grade students. Students scoring at or above the 85th percentile are referred to the AIG Site Team for further screening.
	In addition to the screener for referral, students may be referred to the school's AIG Site Team through teacher recommendations and/or parent recommendations.
	The AIG Site Team gathers additional student data including, but not limited to:
	PreKindergarten-2nd Grade Screening and Referral Process
	Students in prekindergarten through first grade may be formally identified for academically or intellectually gifted services when there is demonstration of extreme need for differentiated service that is at least two grade levels above the current grade level. Based on teacher observations or recommendations and/or parent recommendations, students in grades prekindergarten through second grade may be referred to the schools AIG Site Team for consideration. The AIG Site Team will review the recommendation and determine if additional screening is recommended. This team will gather student data including, but not limited to: <ul style="list-style-type: none"> ▪ Istation ▪ Teacher Recommendation Checklist ▪ Student Portfolio (work samples demonstrating above level application of knowledge including Reading and Math Performance tasks.) ▪ Historical Grades ▪ Other school level screeners
	Data is compiled on the North East Carolina Preparatory Eligibility Form and is used by the AIG Site Team to determine if further assessment is needed or if the evidence supports identification in the NECP AIG Program. (Identification categories explained in Standard 1, Practice B) NECP follows state board policy for Early Admission to Kindergarten.
	Grade 3-12th Screening and Referral Process
	All North East Carolina Preparatory School teachers monitor a variety of student data on a yearly basis for possible AIG identification through twelfth grade. Students in grades 3 through 12 may be referred to the school's AIG Site Team for consideration through this comprehensive data review, as well as through

<p>teacher observations and/or recommendations and/or parent recommendations. The AIG Site Team will review the recommendation and student data including, but not limited to:</p> <ul style="list-style-type: none"> ▪ North Carolina End of Grade (EOG) percentile, Lexile and/or Quantile measures, ▪ North Carolina End of Course (EOC) percentile, Lexile and/or Quantile measures, ▪ North Carolina Beginning of Grade (BOG) percentile and Lexile ▪ Otis-Lennon School Abilities Test (nationally normed ability test), ▪ Istation (Reading and Fluency) ▪ IXL (Reading and Math Diagnostic) ▪ Read Theory ▪ Other school level testing <p>Data is compiled on the North East Carolina Preparatory Eligibility Form and is used by the AIG Site Team to determine if further assessment is needed or if the evidence supports identification in the NECP AIG Program. (Identification categories explained in Standard 1, Practice B)</p>	<p>* 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.</p> <p>Operational Definitions:</p> <p>Academically Gifted in reading and/or math (AG)-A student is identified as gifted in the area of reading and/or math. Achievement and artifacts support identification in reading/and or math.</p> <p>Intellectually Gifted (IG)-A student is identified intellectually gifted, aptitude composite score is 90th percentile or above</p> <p>Academically and Intellectually Gifted (AIG) A student is identified as intellectually gifted and gifted in the area of math and/or reading. Achievement and artifacts support identification in reading and/or math.</p> <p>Achievement Test-A test designed to measure what students have already learned, mostly in specific content areas.</p> <p>Aptitude Test-A test predicting a student's future performance in a particular domain; measures propensity to excel in the performance of a certain skill.</p> <p>Artifacts/Portfolio-An alternative and supplement to traditional measures of giftedness, portfolios offer a collection of student work overtime that can help to determine achievement above grade level and progress. Many of the elements found in portfolios cannot be captured by a standardized test.</p> <p>The AIG Program at North East Carolina Preparatory uses multiple criteria to place students in the gifted program. Quantitative and qualitative measures that reveal student aptitude and achievement or potential to achieve are part of each student's eligibility portfolio. A site team consisting of a school LEA</p>
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representative, AIG coordinator, classroom teachers and the school counselor will review referrals to consider for Academically or Intellectually Gifted Education.

Academically Gifted in Reading and/or Math

Students meeting two (2) of the following criteria in reading and/or two criteria in math will be Identified Academically Gifted in Reading and/or Math. To clarify, the evidence for the two criteria must show a strength in the same area(s) of identification. For example: 2 in reading and/or 2 in math

- composite or subscore at or above the 85th percentile on a nationally normed achievement test in reading and/or written expression Screeners may include but are not limited to: Beginning of Grade Test (BOG), End of Grade Test (EOG)
- Composite or subscore at or above the 85th percentile on a nationally normed aptitude/ability test
- A minimum of three artifacts of evidence that support the student's high ability and achievement. Artifacts should be both quantitative and qualitative in nature, showing evidence of student work above grade level. Artifacts may include, but are not limited to the following:
 - Other standardized assessment measures may include but are not limited to; EVASS, NC Check In, Schoolnet, K-2 Screeners
 - Creativity, motivation, leadership and adaptability checklist with anecdotal notes
 - Above grade level work products; historical grades
 - Outstanding achievement out of the classroom

Intellectually Gifted (IG)

Any student who achieves a composite score at or above the 92nd percentile on a nationally-normed aptitude/ability test will be considered for identification as Intellectually Gifted (IG).

North East Carolina Preparatory accepts the following quantitative measures administered by the LEA or a licensed psychologist:

- Aptitude/IQ
 - Cognitive Abilities Test (CogAT)
 - Otis Lennon School Ability Test (OLSAT)
 - Other nationally normed standardized tests as approved by the North East Carolina Test Coordinator
- Achievement
 - Iowa Test of Basic Skills
 - Other nationally normed standardized tests as approved by the North East Carolina Test Coordinator
- Non traditional artifacts for consideration may include, but are not limited to the following:
 - North Carolina Beginning of Grade Test
 - North Carolina End of Grade Tests

- North Carolina End of Course Tests

- Istation
- Dynamic Indicators of Early Literacy Skills (DIBELS) composite score
- Other assessments approved by the AIG Site Review Team
- Performance-based assessments such as but not limited to: checklists, portfolios, observations, gifted behavior, scale checklists, individual work products with evaluation rubrics, literacy assessments.

With all quantitative assessments, the Testing Coordinator, Exceptional Children Coordinator, and classroom teacher are responsible for verifying that:

- Students with Individual Education Plan (IEP) will be provided with appropriate accommodations and modification as directed by the IEP.
- Students with Section 504 are tested as directed by the 504 Plan with appropriate accommodations and modifications.

Post Testing Procedure: The Site Team will review the data portfolio to provide a total picture of the student using all data to make an informed decision of placement:

- Academically Gifted Reading and/or Math
- Intellectually Gifted
- More information needed
- Nurture-Wait and Watch
- No formal services recommended at this time

The AIG Coordinator will monitor the screening and identification process and sign each Differentiated Plan (DEP). Any decision made by the Site Team will be shared with the NECP data manager and any changes or additions will be documented formally in the data system.

After the identification process has been completed, the AIG Coordinator will meet with parents of identified students to review the DEP and share the recommendations of the Site Review Team.

Add -on Identification/Reassessment Process: If a student exhibits the need for reassessment based on additional strengths, the procedures for evaluation and nomination will be followed. Referrals for adding on an area of identification must go through the AIG Site Team. This team will document on the NECP Eligibility Form all updated student data used to support the add-on identification. The team will also document the meetings on the eligibility form, checking Add-On for each new area of identification. The new area of identification will be shared with NECP data manager to update AIG identification formally in the data system.

Transfer Students: Documented evidence for students previously identified through another school system in NC will be reviewed by the AIG Coordinator and the Site Team to determine service options in accordance with our procedures. Student data will be recorded on the NECP Eligibility Form to be reviewed. The student's identification status will remain intact and a DEP will be developed for them if they meet the NECP criteria. If a student transfers to NECP from another state with an aptitude or achievement score in place, the student will be evaluated based on our criteria to determine if he/she qualified for identification. Student data will be recorded on the NECP Eligibility Form to be reviewed. If the AIG Coordinator and the Site Review Team determine the students meets NECP criteria a DEP will be developed and the process for identification will be followed

*** 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.

First Screener

Students are screened in the spring of their third grade year to measure verbal, quantitative and figural reasoning skills using the Otis-Lennon School Ability Test (OLSAT). This test measures reasoning skills most closely related to scholastic achievement. It is based on the theory of the nature and organization of cognitive ability now and in the future showing the need for Academically and/or Intellectually Gifted services. Students identified as EC (exceptional children) will not be required to test unless a parent requests participation in the district screening process; existing aptitude scores and support documentation will be considered for EC students.

Second Opportunity Screener

Students who consistently score above grade level will be screened in the spring using the Otis-Lennon School Ability Test (OLSAT). This opportunity is for transfer students or students who did not perform well on the first screener in third grade but consistently show a need for differentiation in the classroom and school level data shows above grade level work and products.

Pre-teach Thinking Skills

Second and Third grade students showing high ability in the classroom are served in a weekly/biweekly enrichment group. These students are pre-taught thinking skills prior to the administration of the universal screener. These groups are flexible and aim to serve a variety of students. The AIG Coordinator works with the classroom teacher to support early recognition of outstanding potential in students from all populations and share opportunities for nurturing students in enrichment groups and the regular classroom. Resources for differentiation, critical thinking and depth of knowledge are resources shared for classroom use.

Twice Yearly Data Review

In partnership with classroom teachers, the AIG coordinator reviews a variety of data to identify high potential students and enrichment groups for serving gifted students. The AIG coordinator and/or Instructional coaches meet with each grade level upper elementary and middle school to review data, grades and class performance (focusing on recognition of students who show high potential or a need for differentiated services). This opportunity allows the AIG coordinator and/or instructional coaches to encourage teachers to look for students in the traditionally underrepresented populations of the gifted who show a need for or the potential need for differentiated services.

Multiple Measures

North East Carolina Preparatory School utilizes multiple measures, including non-standardized assessments and artifacts to identify students for gifted services (see Standard 1, Practice B for further explanation).

Building Awareness to Support Differentiation

The AIG Coordinator and school administration will work together to support differentiation in all core areas from assigned regular education teachers. The AIG Coordinator will provide characteristics of gifted children from all populations, as well as traits that can obscure gifted learners. Students are grouped homogeneously to facilitate differentiation for high achieving students. Teachers will receive support from the AIG Coordinator with differentiation strategies,

PLC refreshers and staff development at the beginning of each school year to ensure differentiation takes place and decrease stereotypical perceptions of the gifted student and increase the awareness of atypical gifted learners.

Percent Ethnicity Identified as AIG							
	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	---	---	---	---	6.08%
Male	---	---	---	---	---	---	5.56%
Total	---	---	---	---	---	---	5.83%

Percent of Total AIG Students Identified as Dual Exceptionality

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

Student referrals for AIG identification can be made by classroom teachers, administrators, parents or the AIG Coordinator and is an ongoing practice. Referrals are based on classroom performance, standardized test scores and observations.

In addition, beginning in third grade students are screened using the Otis-Lennon School Ability Test (OLSAT). The results are carefully reviewed for students reflecting strong performance or the potential to show strong performance.

All referrals are reviewed by the grade level team and the AIG Site Team to ensure consistency. The AIG Site Team will review all data gathered and make final placement recommendations.

All aptitude and achievement tests can be administered to a student twice during his or her enrollment at North East Carolina Preparatory School. Students who do not meet identification criteria but show evidence of a need for differentiated services may continue to be observed through 12th grade and placed in high level classes to meet their need for differentiation.

The AIG Coordinator will work in conjunction with the EC Department to provide support for classroom teachers to recognize and refer twice-exceptional students-those showing giftedness in one area with learning difficulties in other areas.

Working together, the AIG Coordinator and the ELL Department will provide assistance to classroom teachers on recognizing and nurturing ELL students showing traits of giftedness. Practices to increase students nominated and identified should include authentic procedures for evaluation such as portfolios or performance assessment, analyzing subtest scores for strengths and developing culture-specific checklists and rating scales.

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

North East Carolina Preparatory School has a school AIG Coordinator and School Site Team that works with grade levels to make recommendations on student identification and placement, contributes to the decisions regarding AIG programming, and communicates these components to the staff. Information regarding the referral and procedures for identification is shared with personnel, parents/families, students and the community at large through various forms of media.

A clear description of each of the following is available on the North East Carolina Preparatory School website and as part of the AIG plan:

- Screening
- Referral and nomination procedures for the AIG Program, including transfer students
- Identification procedures

The AIG Coordinators page also has the above information in addition to:

- AIG parent resources
- Competition resources
- Monthly planning
- EBOB resources
- Characteristics of a Gifted Student
- Summer Enrichment 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.

In accordance with state law, the North East Carolina Preparatory School employs processes for safeguarding the rights of AIG students and their parents/families.

Written procedures that articulate informed consent regarding evaluation and placement are followed during and after the identification process. Parents/families are informed of the procedures to resolve disagreements when a child is not identified as needing academically or intellectually gifted services or concerning appropriateness of services offered to the academically or intellectually gifted student.

A letter will be sent home to parents of third grade and second opportunity students informing parents/families of academic testing using the Otis-Lennon School Ability Test (OLSAT). In the letter, the purpose for the testing will be stated as an opportunity to better serve the academic needs of their student(s).

Students in grades fourth-seventh grade who will be given the second opportunity screening will be sent a consent to evaluate form that will become a part of the data collecting folder for that student as eligibility is being established. All students will have a orange data collecting folder and if officially identified the folder will change to yellow. Data for students who do not qualify will be kept in the orange folder with the AIG folders for nurture or eligibility purposes in the future.

<p>The NECP Site Team will review the data from OLSAT testing for students in third grade, second opportunity or transfer students and move forward with collecting data based on the results of OLSAT testing. All students taking the OLSAT will receive a letter with a breakdown of the student's score, outlining the criteria for AIG, and how the score relates to the identification process.</p> <p>The AIG Site Team will review all data (OLSAT, NC EOG, NC Check Ins) and nominated student data during this process. An orange folder will be created for each nominated student and all data will be collected in this folder and recorded on the NECP Eligibility form. Once all evidence has been collected from the classroom teachers (forms completed, data collected and artifacts gathered) the evidence folder will be reviewed by the NECP Site Team and they will determine a students need for differentiated services through the Academically and Gifted Program.</p> <p>The following forms are used to inform parents during the steps of this process:</p> <p>Testing: Testing Letter, Screening Results</p> <p>Evidence gathering: Eligibility Documentation Form</p> <p>Placement: Invitation for Initial Placement Conference, Differentiated Education Plan (DEP)</p> <p>Inform Parents: AIG Procedures to Resolve Disagreements</p> <p>Intervention Plan</p> <p>If concerns about an identified student's performance and placement arise the AIG Coordinator and student's classroom teacher will establish a plan for intervention or modification in the services. This process begins with a nine week trial to determine if the interventions work. If so, the student continues with the current DEP. If not, the AIG Coordinator, Classroom Teacher and parent/family will meet to determine a change in the student's Differentiated Education Plan. After an additional grading period, if no progress has been made new interventions are put in place to support the student. The student will not attend pull out classes until the Site Team has evidence of improvement. The student's formal identification is not removed from the local and state headcount.</p> <p>Due Process-Appeals Procedures (link on website)</p> <p>Parents/families have the right to disagree with North East Carolina Preparatory School Academically or Intellectually Gifted Site Teams screening, placement or service options outlined in the student's Differentiated Education Plan (DEP) and are guaranteed due process procedures following:</p> <ol style="list-style-type: none"> 1. Parent/Guardian may make a request for a conference with the AIG Coordinator and/or classroom teacher. (A written request is required and should be filed for documentation.) All student AIG records are reviewed and additional information may be gathered from the classroom teacher to help resolve the issue. 2. If the issue is not resolved, a meeting is scheduled with the principal. 3. If the issue is not resolved, a meeting is scheduled with the executive director. 4. If the issue is not resolved, the Board of Directors will review the issue. 5. If a resolution is still pending, the parent has a right to petition (at no cost to the school) an Administrative Law Judge whose decision is final. 	<p>* 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</p>
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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.

All AIG identified students have a Differentiated Education Plan (DEP) that is revised and reviewed annually with parents/guardians and the AIG Facilitator. During the annual meeting, the parents/guardian and AIG facilitator will evaluate the match of services based on student progress reports, report cards, standardized achievement scores, alternative assessment data pertaining to the student's progress provided to parent by teacher. The student, counselor and other personnel may be invited to the conference if needed. If the yearly performance review indicates that a student is not performing satisfactorily and a change in services may be required, the team and parent/guardian will collaborate to match service needs or develop an Intervention Plan. For grades 7-12, the counselor and instructional coach will meet with the parent to sign/review the DEP. If changes are to be made to the DEP, the AIG Coordinator will update the plan.

Differentiated Education Plans (DEP) will be developed yearly in order to reflect the individual academic needs of AIG students. The Elementary and Middle School Differentiated Education Plans both require the AIG Coordinator to identify the learning environment and the content modifications/ instructional strategies that are most appropriate for the student.

Elementary Differentiated Education Plan Components Learning Environment options for students Kindergarten through 5th grade include:

- Regrouping for Specific Instruction: A group of exceptionally capable students from across several classrooms are pulled together to receive instruction in a specific content (enrichment or core instruction)
- Cluster Grouping: A group of five to eight identified gifted students are clustered in the classroom of one teacher who has training and/or support in how to teach exceptionally capable students.
- Flexible Skill Grouping: A flexible group of students are pulled together to receive enrichment . Groups are dynamic and flexible to address the material being taught according to individual student's needs. AIG Coordinator will specify if the flexible grouping will be within class or between class groupings.
- Other: If there are other learning environments that the school offers which are not described above, the AIG Coordinator will describe the environment here. Elementary classroom teachers will provide ongoing enrichment, extension, and acceleration as appropriate to meet the needs of students identified through the AIG program.

Options for the Content Modification/Instructional Strategies that the student will benefit from include:

- Tiered, Lessons or Product Assignments: Assignments may be varied by levels of complexity, depth and abstractness with various degrees of scaffolding, support and instruction.
- Multi-Disciplinary Units or Integrated Projects: Students explore complex concepts or abstract themes to make connections across academic disciplines.
- Advanced, Applied and Integrated 21st Century Skills: Students apply communication and collaboration skills; media and technology skills; real world learning; community and global awareness; social responsibility; and life skills for: leadership, moral and ethical academic conduct, accountability, responsibility, self-direction, and interpersonal skills to a variety of assignments
- Differentiated Interest-Based Inquiry Projects: Students explore a self selected topic through application of advanced 21st Century skills and creation of an authentic product of learning.
- Advanced Literary Experiences Using Fiction and Nonfiction Texts: Students are appropriately challenged in reading, writing and research across the subject area.
- Higher Order, Critical and Creative Thinking Skills Applied to All Core Curricular Areas: Complex problem-solving is embedded in all strands of the curriculum and leveled to match student needs.

Middle School Differentiated Education Plan Components Learning Environment options for students in 6th through 8th grades include:

- Compacted Courses: Advanced level courses which prepare a student to enroll in high school courses while in middle school.
- Cluster Grouping: A group of five to eight identified gifted students are clustered in the classroom of one teacher who has training and/or support in how to teach exceptionally capable students.
- Flexible Skill Grouping: A flexible group of students are pulled together to receive enrichment. Groups are dynamic and flexible to address the material being taught according to individual student's needs. AIG Coordinator will specify if the flexible grouping will be within class or between class groupings.
- Other: If there are other content modifications and/or instructional strategies that the student will experience which are not described above, the AIG Coordinator will describe them here.

Options for the Content Modification/Instructional Strategies that the student will benefit from include:


- Tiered, Lessons or Product Assignments: Assignments may be varied by levels of complexity, depth and abstractness with various degrees of scaffolding, support and instruction.
- Multi-Disciplinary Units or Integrated Projects: Students explore complex concepts or abstract themes to make connections across academic disciplines.
- Advanced, Applied and Integrated 21st Century Skills: Students apply communication and collaboration skills; media and technology skills; real world learning; community and global awareness; social responsibility; and life skills for: leadership, moral and ethical academic conduct, accountability, responsibility, self-direction, and interpersonal skills to a variety of assignments
- Differentiated Interest-Based Inquiry Projects: Students explore a self selected topic through application of advanced 21st Century skills and creation of an authentic product of learning.
- Advanced Literary Experiences Using Fiction and Nonfiction Texts: Students are appropriately challenged in reading, writing and research across the subject area.
- Higher Order, Critical and Creative Thinking Skills Applied to All Core Curricular Areas: Complex problem-solving is embedded in all strands of the curriculum and leveled to match student needs.

The High School Differentiated Education Plan (DEP) is completed by the student's AIG Coordinator, guidance counselor or high school academic coach to include the advanced courses (s) the student will be enrolled in for the next school year. Effort is made in the middle school years to scaffold student's ability to self advocate and plan a high school pathway aligned to their individual future goals to prepare students to make choices in high school that align with their career aspirations.

High School Differentiated Education Plan Components

Learning Environment: AIG Coordinator, counselor, high school academic coach, parents and students should work together to plan a four-year course of study reflecting advanced classes based on student strengths. Open enrollment is available for all courses; however, some may require prerequisites or recommend criteria for student success. AIG students are encouraged to maintain a rigorous course of study throughout high school. AIG Coordinators/Guidance counselors will select from the following course options each year for AIG identified students in 9th through 12th grade:

- Honors Level Courses
- Advanced Placement Courses (Through North Carolina Virtual High School Classes)

<ul style="list-style-type: none">College and Career Promise Dual Enrollment CoursesOther: If a student will be enrolled in other advanced courses offerings not described above the AIG coordinator/counselor will describe it here. <p>Individualized Differentiated Education Plan Components Individualized Differentiated Education Plans (IDEP) maybe completed for AIG identified students with unqiues needs including, but not limited to:</p> <ul style="list-style-type: none">Students in Kindergarten through 2nd gradeStudents with special social and emotional needsTwice Exceptional students <p>In addition to identifying the specialized need for the ISEP, the AIG Coordinator will clearly describe the individualized learning environment and content modifications/learning strategies on the IDEP.</p>			
* Ideas for Strengthening the Standard			
Working with teachers to recognize potentially gifted students who do not fit the typical gifted profile.			
Planned Sources of Evidence			
<div><div>*</div><div>Flyer</div></div>			
<div><div>*</div><div>Link to website</div></div>			
<div><div>*</div><div>Record of all testing data from screening procedures.</div></div>			
Type		Documents	
Document Template		Document/Link	
AIG Standard 1 Additional Resources		N/A	 NECP Website (AIG under Academics)

Standard 2: Comprehensive Programming within a Total School Community

North East Carolina Preparatory School (33A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

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

Operational Definitions:

Acceleration-A strategy of progressing through education at rates faster or ages younger than the norm. This can occur through grade skipping or single subject acceleration.

Advanced, Applied and Integrated Skills-Students apply communication and collaboration skills; media and technology skills; real world learning; community and global awareness; social responsibility; and life skills for leadership, moral and ethical academic conduct, accountability, responsibility, self direction and interpersonal skills to a variety of assignments.

Advanced Placement (AP)-through North Carolina Virtual Public High School. A program developed by the College Board where high schools offer courses that meet criteria established by institutions of higher education. In many instances, college credit may be earned with the successful completion of an AP exam in specific content areas (as this credit varies between colleges and universities, it is suggested that questions about this process be forward to the college or university of the student's choice)

Cluster Grouping-A group of five to eight identified gifted students are clustered in the classroom of one teacher who has training and or support in how to teach exceptionally capable students.

College and Career Promise (CCP) Dual Enrollment-This program allows eligible NC high school students to enroll in college classes at North Carolina community colleges and universities through their high school. Students who successfully complete college courses earn college credit they can take with them after graduation. In many cases, students can also earn dual credit-meeting high school graduation requirements with college courses.

Compacted Courses-Advanced level courses which prepare a student to enroll in high school courses while in middle school.

Differentiation-Modifying curriculum and instruction according to content, pacing, and /or product to meet unique student needs in the classroom.

Enrichment-Activities that add to or go beyond the existing curriculum. They may occur in the classroom or in a separate setting such as a pull-out program.

Flexible Skill Grouping- A flexible group of students are pulled together to receive enrichment. Groups are dynamic and flexible to address the material being taught according to individual student's needs. AIG Facilitators will specify if the flexible grouping will be within class or between class groupings.

Multi-Disciplinary Units or Integrated Projects-Students explore complex concepts or abstract themes to make connections across academic disciplines.

Regrouping for Specific Instruction-A group of exceptionally capable students from across several classrooms are pulled together to receive instruction in a specific content (core instruction).

Tiered Assignments-Assignments may be varied levels of complexity, depth and abstractness with various degrees of scaffolding, support, and instruction. Delivery of services for AIG students will be continuously examined and adjusted by the North East Carolina Academically and Intellectually Gifted Site Team to ensure that students receive appropriate instruction in their identified areas.

Continuous focus on AIG programs and services at all levels is critical to ensure alignment with the needs of each student. Differentiated Education Plans (DEP) will be developed yearly in order to reflect the individual academic needs of AIG students. The Elementary, Middle and High School Differentiated Plans both require AIG Coordinators, guidance counselors and instructional coaches to identify the learning environment and the content modification/instructional strategies that are most appropriate for the student.

Elementary Differentiated Education Plan Components

Learning Environment options for students Kindergarten through 5th grade include:

- Regrouping for Specific Instruction: A group of exceptionally capable students from across several classrooms are pulled together to receive instruction in a specific content (enrichment or core instruction)
- Cluster Grouping: A group of five to eight identified gifted students are clustered in the classroom of one teacher who has training and/or support in how to teach exceptionally capable students.
- Flexible Skill Grouping: A flexible group of students are pulled together to receive enrichment . Groups are dynamic and flexible to address the material being taught according to individual student's needs. AIG Coordinator will specify if the flexible grouping will be within class or between class groupings.

Elementary classroom teachers will provide ongoing enrichment, extensions and acceleration as appropriate to meet the needs of students identified through the AIG Program.

Options for the Content Modification/Instructional Strategies that the student will benefit from include:

- Tiered Lessons or Product Assignments: Assignments may be varied by levels of complexity, depth and abstractness with various degrees of scaffolding, support and instruction.
- Multi-Disciplinary Units or Integrated Projects: Students explore complex concepts or abstract themes to make connections across academic disciplines.
- Advanced, Applied and Integrated 21st Century Skills: Students apply communication and collaboration skills; media and technology skills; real world learning; community and global awareness; social responsibility; and life skills for: leadership, moral and ethical academic conduct, accountability, responsibility, self-direction, and interpersonal skills to a variety of assignments
- Differentiated Interest-Based Inquiry Projects: Students explore a self selected topic through application of advanced 21st Century skills and creation of an authentic product of learning.
- Advanced Literary Experiences Using Fiction and Nonfiction Texts: Students are appropriately challenged in reading, writing and research across the subject area.
- Higher Order, Critical and Creative Thinking Skills Applied to All Core Curricular Areas: Complex problem-solving is embedded in all strands of the curriculum and leveled to match student needs.

Middle School Differentiated Education Plan Components

Learning Environment options for students in 6th through 8th grades include:

- Compacted Courses: Advanced level courses which prepare a student to enroll in high school courses while in middle school.
- Cluster Grouping: A group of five to eight identified gifted students are clustered in the classroom of one teacher who has training and/or support in how to teach exceptionally capable students.
- Flexible Skill Grouping: A flexible group of students are pulled together to receive enrichment. Groups are dynamic and flexible to address the material being taught according to individual student's needs. AIG Coordinator will specify if the flexible grouping will be within class or between class groupings.

Middle school classroom teachers will provide ongoing enrichment, extensions and acceleration as appropriate to meet the needs of students identified through the AIG Program.



Options for the Content/Instructional Strategies that the student will benefit from include:



- Tiered Lessons or Product Assignments: Assignments may be varied by levels of complexity, depth and abstractness with various degrees of scaffolding, support and instruction.
- Multi-Disciplinary Units or Integrated Projects: Students explore complex concepts or abstract themes to make connections across academic disciplines.
- Advanced, Applied and Integrated 21st Century Skills: Students apply communication and collaboration skills; media and technology skills; real world learning; community and global awareness; social responsibility; and life skills for: leadership, moral and ethical academic conduct, accountability, responsibility, self-direction, and interpersonal skills to a variety of assignments
- Differentiated Interest-Based Inquiry Projects: Students explore a self selected topic through application of advanced 21st Century skills and creation of an authentic product of learning.
- Advanced Literary Experiences Using Fiction and Nonfiction Texts: Students are appropriately challenged in reading, writing and research across the subject area.
- Higher Order, Critical and Creative Thinking Skills Applied to All Core Curricular Areas: Complex problem-solving is embedded in all strands of the curriculum and leveled to match student needs.

The High School Differentiated Education Plan (DEP) is completed by the student's guidance counselor or high school instructional coach, Career Development Coordinator or AIG Coordinator to include the advanced courses (s) the student will be enrolled in for the next school year. Effort is made in the middle school years to scaffold student's ability to self advocate and plan a high school pathway aligned to their individual future goals to prepare students to make choices in high school that align with their career aspirations.

High School Differentiated Education Plan Components

Learning Environment: counselor, high school instructional coach, career development coordinator, parents and students should work together to plan a four-year course of study reflecting advanced classes based on student strengths. Open enrollment is available for all courses; however, some may require prerequisites or recommend criteria for student success. AIG students are encouraged to maintain a rigorous course of study throughout high school. Guidance counselors/Career Development Coordinators will select from the following course options each year for AIG identified students in 9th through 12th grade:

<p>Honors Level Courses</p> <p>College and Career Promise Dual Enrollment Courses</p> <p>Advanced Placement Courses (NC Virtual High School)</p> <p>Individualized Differentiated Education Plan Components- Individualized Differentiated Education Plans (IDEP) maybe completed for AIG identified students with uniques needs including, but not limited to:</p> <ul style="list-style-type: none"> ▪ Students in Kindergarten through 2nd grade ▪ Students with special social and emotional needs ▪ Twice-Exceptional students <p>In addition to identifying the specialized need for the IDEP, the AIG Coordinator will clearly describe the individualized learning environment and content modifications/learning strategies on the IDEP.</p> <p>  Click here to remove the table and use only the narrative field.</p>	<p>* Practice B</p> <p>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.</p> <p>Collaborative networking occurs at all school levels; elementary, middle and high school to address the academic, behavioral, or social and emotional needs of gifted students. These AIG Site teams include school counselors, classroom teachers, Career Development Counselor, instructional coaches, AIG Coordinator and administrators. In addition, instructional coaches meet in school level Professional Learning Communities to collaboratively plan for upcoming lessons, review student assessment data, and identify individualized supports for groups of students. Instructional coaches make sure differentiation is taking place in the regular education classrooms for students.</p> <p>Instructional coaches will meet with administration to review data and collaborate to discuss but not limited to:</p> <ul style="list-style-type: none"> ▪ AIG Program Evaluation ▪ AIG Data Review ▪ Equitable practices for both serving, screening and identifying gifted learners ▪ Evidence-based Instructional Practices ▪ Compliance Review <p>The AIG Coordinator works with the administration, Testing Director, ELL Department, Exceptional Children Coordinator, instructional coaches, guidance counselors and grade levels to ensure that programming and services reflect a broad spectrum of support at all levels. Intentional strategies for differentiation core instruction to meet the academic needs of gifted learners are embedded and reflected in weekly lesson plans through support from the instructional coaches in PLC meetings. Regular education teachers, exceptional children teachers, ELL teachers, other specialists, instructional staff,</p>
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<p>parents/guardians and administrators will use knowledge of the unique needs of gifted students to ensure appropriate programming and services for the gifted population.</p> <p>North East Carolina Preparatory strives to create an environment in which the district's social and emotional needs of gifted learners at all ages are understood, valued, nurtured and supported. The school counselors plan supports the social and emotional needs of students the following processes but not limited to:</p> <ul style="list-style-type: none">▪ SEL instruction using the Character Strong Curriculum▪ Offering self referral forms on the website for students in need▪ Calm down/sensory center for PreK and K students▪ Individualized counseling	
<div><div></div><div>Click here to remove the table and use only the narrative field.</div></div>	
<p>* Practice C</p> <p>Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice.</p> <p>Based on North Carolina's definition of giftedness, North East Carolina Preparatory identifies students as academically gifted in a specific field, English Language Arts/Reading and/or Mathematics. Delivery of services will be examined and adjusted at least yearly, more frequently as the need arises, to ensure that students receive appropriate services in their identified area. Continuous focus on AIG programs and services at all levels is critical to ensure alignment with the needs of students. Based on current funds and resources, NECP will continue to work to further align AIG programs and services with specific areas of identification that modify, supplement, and build on the academic skills and knowledge attained at all grade levels.</p> <p>The AIG Coordinator will develop Differentiated Education Plans (DEP) or Individualized Differentiated Education Plans (IDEP), as described in Standard 2-Practice A, to address the learning environment and content modification/instructional strategies to serve gifted students. The expectation that students are intentionally placed in academic classes with other students of their cognitive ability is vital to the academic, intellectual, social and emotional needs of AIG students.</p> <p>At the elementary level, the practice of regrouping for specific instruction, cluster grouping and flexible skill grouping will be the learning environment options for those students being served in the AIG program. At the middle school level, compacted courses, cluster grouping and flexible skill grouping will be the preferred method of serving gifted students in their area (s) of identification. At the high school level, a full continuum of service options, differentiated curriculum, and instructional opportunities are present through Honors level, Dual Enrollment and Advanced Placement in the North Carolina Virtual High School. The progress of high school students will be monitored by the high school guidance department, Career Development Coordinator, instructional coach and AIG Coordinator.</p> <p>The NECP AIG Education Program intersects with and enhances the total instructional program of the school. NECP strives to provide a high quality education that prepares all students to be productive and contributing citizens of a global society. The AIG programs are woven through all services offered by NECP. The AIG Coordinator will continue working with the school's instructional coaches, Career Development Coordinator and guidance counselors to ensure the needs of AIG students are supported.</p>	

*** Practice D**

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

North East Carolina Preparatory School implements the Multi-Tiered System of support model to analyze data and address the learning needs of all students. NECP analyzes multiple pieces of data to determine how all students (including high ability/high achieving students) are responding to instruction. NECP has established processes to engage staff in analyzing student data (including academic, behavior, and social/emotional data) to ensure all students are provided differentiated core instruction (Tier I), to identify students in need of supplemental (Tier II) instruction. NECP defines core instruction as standards based content, a teacher's knowledge and skill, and student engagement. The AIG Coordinator, instructional coaches, Career Development Coordinator and other support staff work to assist teachers in providing differentiated core instruction that supports the needs of all learners.

Differentiation may be one or many of the following:

Learning environment differentiation- Where the students learn including, but not limited to regrouping for specific instruction, cluster grouping, flexible grouping, and advanced/compacted courses.

Content differentiation-What the students learn including, but not limited to compacted curriculum, single subject/grade level acceleration, multi-disciplinary units.

Process differentiation-How the students learn including scaffolding; tiered assignments that adjust the length, depth, or complexity of a task.

Product differentiation-How students demonstrate their learning including, but not limited to integrated projects, inquiry/problem based learning, voice and choice in how students demonstrate standard mastery.

NECP addresses differentiation in grades 2-8 by scheduling a separate intervention/enrichment block of time (Enrichment Classes or Husky Time) and flexible grouping students across grade levels. As well as, embedding flexible grouping within scheduled core instruction to provide targeted academic, behavioral or social and emotional support for students in need of intervention and/or enrichment. Students in grades 6-12 have the opportunity to select enrichment classes to support their academic strengths and interests.

*** 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.

North East Carolina Preparatory School develops an annual presentation including current data including the AIG students at NECP that is shared with the staff. Best practices, and policies that govern AIG are shared with staff members and posted in the AIG section of the school website. This information is shared yearly and includes but is not limited to:

- Screening and referral process
- Characteristics of gifted learners
- Criteria the AIG Site Team collect to determine eligibility
- AIG Identification Areas
- Description of Multi-Tiered Support System: Differentiated Core Instruction (Tier I) learning environment, content, process, and product differentiation, Supplemental Support (Tier II), Individualized Instruction (Tier III)

<p>▪ State Definition of AIG Student</p>	
<p>* Practice F Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.</p> <p>Several measures are used to effectively communicate between teachers in the Upper School and Lower School including the following:</p> <p>AIG Coordinator will share information on AIG services to school staff.</p> <p>At the Elementary and Middle School levels the AIG Coordinator and instructional coaches will review DEPs with core teachers and parents.</p> <p>Guidance counselors, Career Development Coordinator and instructional coaches are aware of each AIG student and areas of identification to support appropriate scheduling and class placement.</p> <p>Attention is given to students transitioning to the Upper School Building to ensure there is a continuation of services.</p> <p>All middle and high school students are assigned courses by the guidance counselor or Career Development Coordinator based on their academic needs and interests. The AIG Coordinator works with the counselors to ensure they are aware of their academic needs based on area of identification to ensure continuation of services.</p>	
<p>* 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.</p> <p>NECP has established guidelines for the identification and process of subject and grade acceleration when an appropriate body of evidence has been established for an individual gifted learner. Some students may need accelerated services that require the regular classroom teacher, AIG Coordinator and the instructional coaches to develop a plan for the student's needs.</p> <p>NECP will follow the State Board of Education Policy for K-2 acceleration.</p> <p>Single Subject/Grade Level Acceleration Process and Procedures:</p> <p>To be considered for grade acceleration, a student must consistently demonstrate evidence of mastery of the curriculum that is at least two grade levels above in English Language Arts/Reading and Mathematics. Multiple measures that reveal student aptitude, achievement, and social and emotional readiness should be a part of each student's comprehensive profile. To be considered for subject acceleration a student must consistently demonstrate evidence of mastery of the curriculum at least two grade levels above their current grade level. Multiple measures that reveal student aptitude, achievement, and social and emotional readiness should be a part of each student's comprehensive profile.</p> <p>Using the Otis-Lennon School Ability Test, the student's Percentile Ranks and Stanine Scaled Scores should indicate they are performing at least two grade levels above their current grade.</p> <p>The composite score should be at the 95th percentile or higher. Consulting with the student's current teacher(s), AIG Coordinator, guidance counselor, and other staff members who have worked closely with the student regarding his/her aptitude, achievement and social and emotional readiness.</p> <p>Compacted Content Process and Procedure:</p>	

At the middle school level, students have the opportunity to enroll in North Carolina virtual high school courses if there is a demonstrated need for compacting. The guidance counselor, Career Development Counselor, instructional coach and/or AIG Coordinator will determine the course needed for compacting. Compacted classes are based on an extreme need for accelerated services as outlined in grade acceleration.

College and Career Promise Dual Enrollment Process and Procedure:

At North East Carolina Preparatory School, eligible students can participate in North Carolina's Career & College Promise (CCP) program, which allows them to earn tuition-free college credits while completing their high school diploma. These opportunities include College Transfer Pathways (CTP) and Career & Technical Education (CTE) Pathways. Eligibility is based on grade level, academic performance, and specific pathway requirements.

1. Grade Level Eligibility

11th & 12th Grade Students:

- Eligible for College Transfer Pathways (CTP) and Career & Technical Education (CTE) Pathways if they meet academic criteria.

10th Grade Students:

- May enroll in Career & Technical Education (CTE) Pathways if they meet one of the following:
 - Earned a minimum unweighted GPA of 2.8 on a 4.0 scale OR
 - Demonstrate college readiness on an approved assessment (Pre-ACT, PSAT, Accuplacer, RISE, ACT, or SAT)
 - Earned a Level III, IV, or V on their 8th Grade ELA and NC Math 1 EOG
 - Have principal approval.

9th Grade Students:

- May enroll in Career & Technical Education (CTE) Pathways under the following conditions:
 - Must be identified as academically gifted in English, reading, and mathematics as per local AIG criteria.
 - Earned a Level III, IV, or V on their 8th Grade ELA and NC Math 1 EOG
 - Have principal approval.

2. Academic Requirements

College Transfer Pathways (CTP) – Available for 11th & 12th Graders Only

- Students must have a minimum unweighted GPA of 2.8 on a 4.0 scale OR
- Meet college readiness benchmarks on an approved assessment (ACT, SAT, RISE, etc.).

Career & Technical Education (CTE) Pathways – Available for 9th-12th Graders

- Students must meet GPA or placement test requirements.
- Some CTE programs may have specific course prerequisites.

3. Good Academic Standing & Conduct

- Students must be on track for high school graduation.
- Maintain good attendance and behavior at both NECP and the college.
- Failing grades, excessive absences, or disciplinary infractions may result in removal from dual enrollment.

4. Adherence to College Policies

- Students must follow all college policies and deadlines.
- Dropping or failing a college course may impact high school graduation requirements.
- Students must communicate with both NECP and the college if they encounter challenges.

<p>By meeting these NC Career & College Promise (CCP) criteria, NECP students can accelerate their education, gain college experience, and develop career-ready skills while still in high school.</p> <p>Credit by Demonstrated Mastery Process and Procedure</p> <p>Credit by Demonstrated Mastery Participants State Board of Education (SBE) policy GCS-M-001 policy defining Course for Credit provides guidelines for offering Credit by Demonstrated Mastery (CDM) to North Carolina (NC) students. CDM is the process in which local education agencies (LEAs) employ a body-of-evidence to award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time. The CDM process is open to all NC public schools in grades 9-12 in high school courses and in grades 6-8 for high school courses offered in middle school. LEA/charter schools may choose to open CDM for students in grades 6-8 for middle grades content by creating and using locally developed assessments. Note: CDM is optional for charter schools.</p> <p>Process to Demonstrate Mastery</p> <p>Phase I-Student completes a standard examination of the assessment required for the course to demonstrate foundational knowledge. Examinations shall include, where applicable. (Re-testing is not permitted.)</p> <p>End-of-Course (EOC)-For EOC courses, students must achieve the following scale scores:</p> <p>NC Math 1>264 Biology>261 English II >165</p> <p>Career and Technical Education (CTE)-Post-Assessment-For CTE courses, students must achieve a scale score of 90 to qualify for Phase II</p> <p>Local developed final exam-For non-EOC courses, students must achieve a 90 or higher on the local exam to successfully complete Phase I</p> <p>Phase II-Student completes the artifact development process and any other criteria a local school board requires to demonstrate deep understanding and application of course content. Credit is indicated on transcripts as follows:</p> <p>EOC courses "CDM"</p> <p>Non EOC courses "CDM" Schools participating in CDM must complete the test administration (i.e., Phase I) during one of three 10-day testing windows during the months of July, September, and February.</p> <p>LEAs/charter schools are encouraged to set a deadline for student CDM applications no less than one week prior to each testing window.</p> <p>North Carolina's Implementation Guide for Credit by Demonstrated Mastery is located at http://www.dpi.nc.gov/students-families/enhanced-opportunities/advanced-learning-and-gifted-education/credit-demonstrated-mastery. Documentation available on this website offers detailed procedures for implementing the CDM policy and answers several frequently asked questions from schools and districts interested in offering CDM for students. NECP will follow any state updated guidelines for CDM.</p>	<p>* Practice H Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming.</p> <p>NECP is committed to identifying and meeting the academic needs of high-functioning and high potential students. Resources for nurturing students in grades K-3 are researched to support and develop talents from an early age. The focus for K-3 students is to provide education to all staff members on the characteristics of gifted children from all populations, as well as traits that can obscure gifted behaviors. Professional Learning Communities will be utilized to</p>
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<p>bring awareness of these qualities and how to differentiate core instruction in the early years and develop higher order thinking skills. Students in grades 2nd and 3rd will be served by the AIG Coordinator in pull out nurture groups to support developing these higher order thinking skills.</p> <p>The AIG Coordinator will monitor students in K-1 using school data and provide support by sharing instructional resources to enhance critical and creative thinking. The AIG Coordinator will work with the instructional coach to assist K-1 classroom teachers in responding to students' learning profiles and interest by varying content, process and products within the regular classroom setting.</p>	<p>* 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.</p>	<p>North East Carolina Preparatory School is focused on increasing the screening, referral and identification of traditionally underrepresented populations such as culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted and twice-exceptional; however, we will continue to focus on intentional services and strategies that directly match the developing unique needs of these populations.</p>	<p>Pre-teaching Thinking Skills</p> <p>Second and Third grade nurturing groups focus on problem solving, patterns, thinking skills, and spatial reasoning prior to the administration of the universal screener in an effort to support underrepresented student's performance on the OLSAT. Critical thinking skills are also emphasized in the fourth-seventh grade pull out group of identified and high performing student instruction to further recognize students of high potential who may get a second opportunity to test for the program.</p>	<p>Twice Yearly Data Review</p> <p>In partnership with the instructional coaches and testing department, the AIG Coordinator reviews a variety of data to identify high potential students and evaluate AIG program goals. A greater awareness of students from traditionally under-represented populations of the gifted who show a need or the potential need for differentiated services has emerged through these data reviews practices and ongoing awareness sessions for upper elementary and middle school teachers.</p>	<p>Building Awareness</p> <p>The AIG Coordinator will provide education on the characteristics of gifted children from all populations, as well as traits that can obscure gifted behaviors. The AIG Coordinator will coordinate with the instructional coaches to distribute this material in Professional Learning Communities and other staff initiatives to decrease stereotypical perceptions of the gifted student and increase the awareness of atypical gifted learners.</p>	<p>* Practice J Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day.</p>	<p>Extra-curricular programs and events that enhance and further develop the needs and interests of AIG students at NECP. The AIG program encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students. School based enrichment opportunities could include, but are not limited to the following:</p> <p>Spelling Bee</p> <p>Battle of the Books</p>
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Brick City Competition	
STEM Robotics Competition	
Invention Convention	
Brain Game	
CTE Skills USA and other competitions	
Academic Contests	
Outreach Programs from regional colleges and universities	
Leadership Conferences	
Academic Clubs	
Beta Club	
FFA Club and Competitions	
Service Learning Projects	
Guest speakers (example: Lunch with an engineer)	
* Ideas for Strengthening the Standard	
-Research and encourage more teachers to become AIG certified to provide needed differentiation in core instruction and understand the social and emotional needs of gifted students.	
-Research more academic contests for students to participate in grades 4-12.	
-Parent, student and teacher surveys annually to receive growth producing feedback.	
Planned Sources of Evidence	
* Research-based inventories and learning styles	
* Checklist for gifted and non-gifted	

* Checklist of gifted behaviors (positive and negative)		
* Professional Development sign in sheets, PLC agendas		
* Differentiated lesson plans, curriculum units and activities, enrichment lessons		
* AIG testing data for grouping students		
* Student portfolios and work samples.		
Type	Documents	Document/Link
AIG Standard 2 Additional Resources	Document Template	
	N/A	

Standard 3: Differentiated Curriculum and Instruction	North East Carolina Preparatory School (33A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0
Standard 3: Differentiated Curriculum and Instruction <i>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.</i>	<p>* Practice A</p> <p>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.</p> <p>In the AIG class and classrooms serving AIG students, teachers offer a challenging, rigorous curriculum based on the North Carolina Standard Course of Study that meets the diverse needs of gifted learners at all grade levels. All differentiated curriculum developed in the AIG classroom or by teachers in the regular classroom begin with the North Carolina Standard Course of Study and seek to modify content, process, product, learning environment and affect with the needs of high ability learners in mind. In all cases, differentiated strategies and instruction are designed to support and extend the regular education curriculum. Due to the limited number of AIG staff, meeting the needs of high ability learners through differentiation must be adopted by the regular classroom teacher. North East Carolina Preparatory School recognizes the need for professional development on differentiated instruction, higher level questioning, critical thinking skills, and real-world application practices in the regular classroom. Professional development and support from the instructional coaches in PLC meetings will add additional support for differentiation in the regular education classroom.</p> <p>The AIG program strives to provide a variety of environments to serve gifted learners or potentially gifted learners in elementary grades that include: clusters groups, pull outs, enrichment groups and co-teaching. In collaboration with the instructional coach and Career Development Counselor at the secondary level, students will receive differentiated strategies with Honors and Advanced Placement Courses. Options for acceleration and extension include: North Carolina Virtual High School, Dual Enrollment at Edgecombe Community College, Self-selection of coursework which could include areas of interest. The instructional coaches AIG Coordinator and/ or outside resources will work with teachers and staff on how to include differentiation in their lessons to ensure that all AIG students will receive the rigorous instruction they deserve on a daily basis. AIG students are encouraged to participate in extra-curricular contests and opportunities to enrich student learning (i.e. Brick City, Invention Convention, STEM Competition, AG Competitions, essay and poetry contest, etc.).</p> <p>Differentiation may take the form of:</p> <p>Learning environment differentiation-Student learning may include, but is not limited to regrouping for specific instruction, cluster grouping, flexible grouping, and advanced/compacted courses.</p> <p>Content differentiation-Student learning may include but is not limited to compacted curriculum, single subject/grade level acceleration, multi-disciplinary units.</p> <ul style="list-style-type: none"> ▪ Process differentiation-How students learn including, but not limited to scaffolding; tiered assignments that adjust the length, depth and complexity of the task. ▪ Product differentiation-How students demonstrate their learning including, but not limited to integrated projects inquiry/problem-based learning, voice and choice in how students demonstrate standard mastery.

<p>* Practice B</p> <p>Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12.</p>	<p>The AIG Coordinator will use interest inventories to identify areas of interest, and use this to drive instruction in the pull out enrichment groups. Research based interest inventories and learning style inventories will be shared with teachers during PLCs as a resource for teachers to use that will support planning for students. Collaboration between the AIG Coordinator and the classroom teachers will provide a focused approach on student's identified abilities, readiness and learning profiles.</p> <p>Curricular accommodations in math and language arts, as well as other content areas as appropriate, occur in a blend of regular classroom settings and small group settings to provide continuous levels of challenge for all identified high ability students through differentiated curriculum instruction, content acceleration or grade skipping. Honors classes, as well as Dual Enrollment offer further specialized instruction to address a range of ability levels. With the goal of continuous improvement the instructional coaches, Career Development Coach, guidance counselors and AIG Coordinator will focus on providing additional support to classroom teachers that focus on differentiation strategies.</p> <p>The AIG Coordinator with the support of the instructional coaches will focus on ways to provide continuous support to classroom teachers for effective implementation of differentiated strategies. Professional learning will occur through PLCs and other professional development opportunities. In elementary school, accommodations for gifted learners in math and language arts are met through cluster groups, tiered assignments, curriculum compacting, flexible grouping, AIG resource room and individual conferencing when needed. In middle school differentiation is expanded by ability grouping in subjects, independent studies and mentorships. The high school service plan will be monitored by the guidance counselor, Career Development Counselor and AIG Coordinator. Academic provisions at the High School level include, but are not limited to the following: credit by demonstrated mastery, internships, honors classes, independent study (student need based), acceleration, differentiated curriculum in pace, content, sequence and depth, Curriculum compacting, and tiered curriculum.</p> <p>The AIG Coordinator will attend conferences, workshops, classes, OAGLE check-ins to become more familiar with current trends in gifted education and learn new ways to meet the needs of gifted students.</p>
<p>* Practice C</p> <p>Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students.</p>	<p>North East Carolina Preparatory School defines core instruction as the task that results from the intersection of rigorous and relevant standards-based content, a teacher's knowledge and skills, and student engagement. AIG Coordinator, instructional coaches, Career Development Counselor, and other support staff provide professional development and job embedded support to classroom teachers to ensure that students engage in instructional tasks that are differentiated to challenge each student at a high level.</p> <p>Upper school and lower school instructional coaches work with all staff, including core and elective teachers and other support staff to ensure that all teachers build capacity to design instruction that serves the needs of all students. In addition, instructional coaches support instructional staff in ensuring that teachers deliver instruction that engages all students in rigorous and relevant instructional tasks. The AIG Coordinator and classroom teachers of AIG students use a variety of curriculum instructional practices and materials that respond to the strengths and needs of gifted learners.</p> <p>These may include, but are not limited to:</p> <ul style="list-style-type: none"> Advanced Organizers and Thinking Maps Project Based Learning Activities Cooperative Learning

<p>Experimental Inquiry</p> <p>Literature Circles</p> <p>Tiered Lessons, Centers and Products</p> <p>Learning Centers and Contracts</p> <p>Independent Projects</p> <p>Curriculum Compacting</p>	
<p>* Practice D</p> <p>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.</p> <p>North East Carolina Preparatory School supports the mission of the North Carolina Board of Education to help students graduate from high school, prepared for post secondary education and/or the workforce. NECP provides resources and support to ensure all instructional staff have the knowledge and resources to engage students in instructional tasks that foster the development of future-ready skills including critical thinking, communication, collaboration, creativity and leadership. Our goal at NECP is to incorporate more rigorous and relevant instruction in classrooms to meet and exceed the future-ready content, and skills for a stronger focus on global awareness; creativity and innovation; real world learning and applied life skills for leadership, accountability, productivity and responsibility.</p> <p>The AIG Coordinator will collaborate with instructional coaches to offer professional learning opportunities to support high level inquiry based thinking with authentic applications.</p> <p>These opportunities may include but are not limited to:</p> <p>Interest based studies to develop student's curiosity</p> <p>Beta Club</p> <p>Brick City</p> <p>STEM Design Challenge</p> <p>Battle of the Books</p> <p>Spelling Bee</p> <p>Contest and Competitions</p> <p>Encourage exploratory camps (science, AG, STEM)</p> <p>Development of higher-order thinking skills to extend lessons to real world applications.</p> <p>Project Based Learning</p>	

Encourage exploration of educational options: Dual Enrollment at Edgecombe Community College

*** Practice E**

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

North East Carolina Preparatory School employs multiple district-wide assessments to monitor student achievement and adjust instruction. Through data-driven professional learning communities, using formal and informal assessments, teachers are able to utilize student information to develop, revise and enrich classroom curriculum and instruction. All regular education classroom teachers participate in Professional Learning Communities (PLCs) that are grade level and discipline focused. Using the formal and informal data from ongoing assessments, teachers and the AIG Coordinator are able to design classroom instruction and curriculum supplements to further challenge high achieving students. Data is used to inform teachers and guide planning for whole class, small group and individualized instruction. The AIG Coordinator targets skills not at mastery for AIG students and reinforces those skills as a part of enrichment classes. Utilizing this information for planning instruction will ensure AIG students grow from their current level of achievement at the same, if not greater than our average and below proficient students.

*** Practice F**

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

North East Carolina Preparatory School recognizes that gifted students have distinctive academic, social and emotions. NECP will work to identify students' needs and provide the proper support to meet students' needs. The administration, guidance counselors, Career Development Coach, instructional coaches, teachers, and AIG Coordinator will work together to recognize and meet the needs of their gifted population. This group will communicate and discuss areas of concern and advocate for learners in all areas.

The AIG Coordinator will provide resources to staff and instructional coaches to be shared at PLCs in an effort to educate teachers on what gifted learners need academically, socially and emotionally. Upper school and lower school instructional coaches work with all staff, including core and elective teachers and other support staff to ensure that all teachers build capacity to design instruction that serves the needs of all students. In addition, instructional coaches support instructional staff in ensuring that teachers deliver instruction that engages all students in rigorous and relevant instructional tasks. AIG Coordinator and classroom teachers of AIG students use a variety of curriculum instructional practices and materials that respond to the strengths and needs of gifted learners.

These may include, but are not limited to:

Advanced Organizers and Thinking Maps

Project Based Learning Activities

Cooperative Learning

Experimental Inquiry

Literature Circles

Tiered Lessons, Centers and Products

Learning Centers and Contracts

Standard 4: Personnel and Professional Development

North East Carolina Preparatory School (33A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 4: Personnel and Professional Development

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

*** Practice A**

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

North East Carolina Preparatory has an AIG-licensed coordinator who develops, implements, monitors, and evaluates the AIG Program. The AIG-licensed coordinator's role includes, but is not limited to the following practices.

- Ensures consistency of clear, comprehensive and equitable screening, referral, and identification processes for grades K-12, including traditionally under-represented populations of the gifted such as culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted and twice-exceptional.
 - Establishes written policies that safeguard the rights of AIG students and their parents/families.
 - Organizes ongoing professional development opportunities for all personnel involved in the AIG program and services.
 - Collaborates with classroom teachers, counselors, instructional coaches and the Career Development Coordinator to make sure all students are receiving an enriched, extended and accelerated curriculum to address a range of ability levels in content areas.
 - Provides support to personnel in fostering the development of 21st century content and skills at an advanced level.
 - Ensures the intentional programming for cultivating and developing the potential of young (K-3) students when needed.
 - Partners and communicates all areas of the AIG program, plan and other policies related to gifted education with parents/families and the community at large.
 - Uses and monitors funds allotted for the school AIG program.
 - Monitors programs and services to ensure that they are effective in meeting the academic, intellectual, social and emotional needs of gifted learners.
- Specific job responsibilities also include, but are not limited to the following:
- Teaches two enrichment pull out groups per grade level to target students with gifts in math and reading.
 - Chairs the Site Team for identification and placement of gifted students.
 - Conducts assessment of students for identification of gifted, including ability testing in grades 3-8.
 - Coaches and practices with two STEM Competition Teams, two Battle of the Books groups and shares other opportunities for competition with students and teachers.

- Meets with classroom teachers in PLC groups to share information when possible.
- Meets with AIG leadership from across the state monthly to learn and to share best practices and discuss trends and upcoming changes in Advanced Programming.
- Shares opportunities with school personnel to seek certification in AIG Education.

*** Practice B**

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

The AIG Coordinator works directly with students, teachers, and applicable staff to ensure that the academic, intellectual, social and emotional needs of gifted learners are met. Through co-teaching and/or pull-out, the AIG Coordinator is involved in student instruction in a support role. The AIG Coordinator will provide support and resources for teachers, principals, counselors, and instructional coaches to support ways to meet the needs of all students. Clear expectations are provided for all staff members with continual support given to ensure successful programming. The AIG Coordinator works with the instructional coaches, counselors and Career Development Coordinator to ensure programming at the Upper School and Elementary School are meeting the needs of gifted learners.

AIG Coordinators along with the assistance of the instructional coaches:

- Adapts the NC Standard Course of Study according to the identified abilities, readiness, interests and learning profiles in the AIG program.
- Support teachers as they employ diverse instructional practices that center around the unique learning needs of high-end learners. Content, process, products and learning environment are modified with the needs of gifted learners in mind.
- Encourage teachers to select and use a variety of research-based supplemental resources that augment curriculum and instruction.
- Foster the development of best and current practices by infusing the following at an advanced level: high-level content for global awareness, civic and economic literacies and health awareness; critical thinking and problem solving; high-level communication and collaboration; applied information and media literacy, including concepts, systems and operations in challenging research contexts; creativity and innovation; real-world learning in local, regional and global contexts; and applied life skills for leadership, ethics, accountability, productivity, responsibility, people skills, self direction, digital citizenship and social responsibility.
- Use on-going assessments to differentiate classroom curriculum and instruction.
- Ensure collaboration and involvement among the AIG Coordinator, regular education teachers, exceptional children's teacher, other specialists, instructional staff, parents/families and administrators to provide differentiated programming, curriculum and instruction.
- Engage in ongoing professional learning opportunities in the field of Gifted Education, attending monthly AIG Professional Meetings.
- Coordinate and facilitate student screening, nomination, referral and identification.
- Employ diverse instructional practices that center around the unique learning needs of gifted learners. Content, process, products and learning environment are modified with the needs of gifted learners in mind.
- Develop and document a plan (DEP/IEP) that articulates the differentiated curriculum and instruction services that match the identified needs of each AIG student. The document is reviewed annually with parents/families to ensure effective programming, a continuum of services and school transitions.

<ul style="list-style-type: none"> ▪ Inform 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. ▪ Communicate among teachers and schools to ensure an effective continuation of K-12, especially as they transition to the Upper School. ▪ Coordinate with the guidance counselors to ensure the social and emotional needs of AIG students are supported effectively in curricular and instructional practices. ▪ Encourage extra-curricular programs and events that enhance and further develop the needs and interests of AIG students. 	<p>* 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.</p> <p>Appropriate professional development for all personnel involved in AIG programs and services, will be provided by the AIG Coordinator and instructional coaches. Professional development for all personnel involved in serving AIG students is critical to the ongoing success of the students. Creating opportunities during PLC meetings will provide teachers with opportunities to learn and ways to differentiate and enhance instruction for AIG students. Some of the topics and professional development are focused on but not limited to the following: characteristics of gifted and talented students, differentiation, tiered instruction, asking good questions, social and emotional needs (perfectionism, overexcitability, etc.).</p> <p>The AIG Coordinator will attend professional development, conferences, monthly DPI meetings and Zoom call check-ins from the charter school coordinator in order to share and support the staff working with gifted learners.</p>
<p>* 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.</p> <p>Most of the classroom teachers at North East Carolina Preparatory School do not have an AIG add-on license. All teachers who serve AIG students work closely with the instructional coaches and AIG Coordinator to ensure students in the high blocks are provided appropriate differentiation on a daily basis.</p> <p>North East Carolina Preparatory School supports teachers and encourages them to earn an add-on certification by taking and passing the four prescribed courses for add-on certification or taking the Gifted Praxis and scoring a 157 or higher. These courses can be taken at UNC-C, ECU, Pembroke, and UNCW to name a few. Having more AIG certified teachers will support our students and the growth of the gifted program at NECP.</p>	<p>* Practice E Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds.</p> <p>North East Carolina Preparatory School will encourage all teachers who serve AIG students to have professional development to learn how to provide appropriate differentiation for AIG students on a daily basis. NECP will seek to provide professional development opportunities through NCDPI support and utilize PLC meetings to share strategies for differentiation.</p>

<p>North East Carolina Preparatory will offer a one time bonus to teachers receiving their AIG add-on certification. This can be obtained by taking and passing the 4 required courses for add-on certification from an accredited university or passing the Gifted Praxis with a score of 157 or higher. This opportunity is available pending funding from the executive board.</p> <p>The AIG Coordinator will work with the administration to support hiring practices for teachers with an AIG add-on license and actively recruit teachers to support differentiated instruction.</p>	
<p>* Practice F</p> <p>Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.</p>	<p>The AIG Coordinator will continue to stay connected through NCDPI resources, conferences and professional learning opportunities and check-ins for the latest information supporting gifted education. Information shared and learned during this time of support and professional development will be shared with teachers at PLC meetings, administration, instructional coaches and stakeholders to support the gifted education program at NECP. The OLGE booster shot professional development folders will be utilized to deliver professional development on professional development days and during PLC meetings to further support the mindset, policies and practices of the AIG program.</p> <p>Instructional coaches will encourage conversation and sharing in PLC meetings for teachers to learn from each other. Teachers will share how they are using strategies to differentiate instruction for their students.</p>
<p>* Practice G</p> <p>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.</p>	<p>The AIG Coordinator will partner with the administration and academic coaches to provide professional development which aligns with the curriculum and instructional best practices for the Academically Gifted and advanced learners. The AIG Coordinator will work with the administration and academic coaches to ensure AIG perspective is reflected in professional development. A strong commitment to strengthening all teachers through ongoing professional learning has been and remains a primary focus. The AIG Coordinator will continue to seek and facilitate professional development opportunities that allow classroom teachers further refine their practice in direct relation to the gifted learner.</p>
<p>* Ideas for Strengthening the Standard</p>	<p>Identifying additional funds to support targeted professional development for teachers to help support gifted learners.</p> <p>Provide a one time bonus for teachers who obtain an add AIG certification to their teaching license.</p>
<p>Planned Sources of Evidence</p>	

*	Agendas for professional development opportunities aligned with AIG program goals.	
	Documented professional development participation from AIG Coordinator.	
	Coordination with instructional coaches to support differentiation in PLC (agendas)	
Documents		
Type	Document Template	Document/Link
AIG Standard 4 Additional Resources	N/A	

Standard 5: Partnerships	
North East Carolina Preparatory School (33A) 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>	
<p>* Practice A Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students:</p> <ul style="list-style-type: none"> ▪ academic and intellectual ▪ social and emotional. 	
<p>North East Carolina Preparatory School supports the belief that AIG students should be placed in an appropriate learning environment with the program options that match his/her cognitive and affective needs and aligns with the AIG service delivery options available. Parents are invited annually to participate and review the most appropriate services for their child. In an effort to engage all stakeholders in ensuring that the most appropriate services for the academic, intellectual, social and emotional needs of AIG students are aligned, NECP utilizes the following strategies:</p> <ul style="list-style-type: none"> ▪ Parents/guardians are invited to participate in the initial placement conference to discuss service delivery options. ▪ The annual performance review for identified students ensures that ongoing appropriate program options are matched to current needs. Parents/guardians and regular education teachers' involvement is requested each year even when no changes in the DEP/IEP are warranted. ▪ AIG program surveys are made available to parents, administrators, school personnel and teachers. ▪ NECP will communicate using the school website, social media, school weekly newsletter and NECP daily bulletin for staff to share information and updates with the parents, families, and school staff within the school community. ▪ Provide input on school AIG budget needs and financial spending. ▪ Provide recommendations regarding interest and involvement efforts of parents. For example: parent surveys and feedback from DEP conferences. ▪ Advocate for student needs, rights, a safe and orderly learning environment, the core programs and resources to support the AIG program and student growth. ▪ Provide information on the NECP AIG website to support student enrichment outside of the school day. 	
<p>* 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.</p>	

<p>Parent and community involvement is critical to the success of the AIG Program. Enhancing student achievement through collaboration among educators, administrators, parents and community is a goal of North East Carolina Preparatory School and the AIG Program. Collaboration to share and promote a positive vision of the AIG Program, purpose and goals continues to be a program commitment. NECP is fortunate to partner with several industries and businesses in the area to serve as mentors, guest speakers or financial partners to support student enrichment opportunities. A few examples of partnerships are, but not limited to the following:</p> <ul style="list-style-type: none"> ▪ Edgecombe County Farm Bureau – Supports our agriculture programs, FFA, and hands-on learning experiences for students interested in ag careers. ▪ Keihin Carolina System Technology (Now Hitachi Astemo) – STEM and technical career exposure, Brick City and STEM Competition mentor support ▪ Edgecombe, Pitt, & Nash Community Colleges – Provide dual enrollment opportunities through Career & College Promise (CCP), helping students earn college credits and industry certifications. ▪ Rotary Club of Tarboro – Supports our leadership and service-based programs, including student scholarships and enrichment events. ▪ NC Wesleyan University – Offers mentorship programs and college access support for our students. ▪ Students@Work: Twin Counties, STEP, Cummins, ABB, Sara Lee, and Taylor's HVAC – Provide job shadowing, pre-apprenticeships, and career exploration opportunities to help students gain real-world experience in high-demand fields. ▪ ECU Health – Offers healthcare career exposure, mentorship, and work-based learning opportunities for students interested in medical careers. ▪ Local Businesses & Organizations – Many other businesses, industries, and community partners have supported our students through internships, workforce development programs, and mentorship opportunities. 	<p>* 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.</p> <p>North East Carolina Preparatory School will have a Gifted Advisory Team (GAT) who represents the demographics of the school. NECP will need to develop and implement a gifted leadership team including parents who will monitor the AIG program and plan. NECP will use parent, staff and student surveys to provide feedback on the program. The advisory team will use this information as a growth opportunity to improve the AIG program to better meet the needs of our gifted students. The advisory team will consist of an administrator, AIG Coordinator, various grade level teachers, interested community members, instructional coaches and parents. Guidance counselors and the Community Development Coordinator will help recruit interested parents and community members to serve on this advisory team.</p> <p>The duties and responsibilities of the NECP Advisory Team include, but are not limited to the following:</p> <ul style="list-style-type: none"> ▪ Review the AIG plan annually ▪ Determine which practices were implemented correctly and which areas need more attention ▪ Analyze survey results and develop annual goals and priorities ▪ Represent the diversity of the community ▪ Encourage a collaborative relationship between school personnel and the community
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<ul style="list-style-type: none"> ▪ Become knowledgeable about current programs, research and best practices in gifted education and its relationship with general education. ▪ Focus attention on issues relative to improving the educational services for gifted students 	<p>* Practice D Informs all students, parents/guardians, and the community of the following:</p> <ul style="list-style-type: none"> ▪ Local AIG Plan ▪ Local AIG program services ▪ Policies and procedures relating to advanced learning and gifted education ▪ Ways to access advanced learning opportunities <p>Communication is ongoing and responds to the diverse language and other needs of the community.</p>
	<p>To ensure parents/guardians and community support and commitment to North East Carolina Preparatory School's AIG program information regarding the local AIG plan, program and policies will continue to be shared through the AIG section of the NECP website, school presentations, and AIG updates. Information regarding the local AIG plan, program and policies will be made public through the following ways:</p> <ul style="list-style-type: none"> ▪ North East Carolina Preparatory School's AIG Coordinator will continue to maintain the AIG section of the district's website communicating the local AIG plan, programs and policies. ▪ An outline of the local AIG plan, programs, policies, opportunities for involvement and parent/student rights is provided at the initial placement conference. ▪ The AIG Coordinator will create a video or PowerPoint to be shared on the website reflecting current program policies, services, data and opportunities for involvement. ▪ Use of social media to share program and enrichment opportunity highlights. ▪ Parents/guardians attend the initial placement conferences to discuss service options and develop a Differentiated Education Plan for their child. ▪ Parents/guardians are invited to attend the annual review process for DEPs and IEPs.
<p>* Ideas for Strengthening the Standard</p> <p>Create a stronger AIG advisory board.</p> <p>Annual survey on the website to get growth producing feedback.</p>	
<p>Planned Sources of Evidence</p>	

* AIG student eligibility/documentation folder containing consent for services, DEP/IEP and academic blueprint.		
* AIG Departmental School Website		
* Survey and data		
Type	Documents Document Template	Document/Link
AIG Standard 5 Additional Resources	N/A	

Standard 6: Program Accountability

North East Carolina Preparatory School (33A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 6: Program Accountability

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

*** Practice A**

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

North East Carolina Prep School has maintained a local AIG plan in accordance with state legislation and policy which has been reviewed and revised every three years. Using the North Carolina Academically or Intellectually Gifted Program Standards, the district's written plan reflects the statewide framework for quality AIG programming. The AIG plan for NECP reflects state legislation and policy. Clear articulation is given to student identification, differentiated curriculum and instruction, personnel and professional development, comprehensive programming, partnerships and program accountability. Feedback from stakeholders is used to guide the plan development to ensure a thoughtful and comprehensive plan.

The process used by North East Carolina Preparatory School to develop a written AIG plan, solicit approval from the NECP Executive Board, and send to the North Carolina State Board of Education/Department of Public Instruction for review included:

Student Achievement Date reviewed by Administration and the AIG Coordinator. This data included:

- EVAAS growth and proficiency of AIG subgroup
- EVAAS predicted achievement of AIG and all high ability students

AIG Stakeholder surveys sent to the following groups in October 2024:

- K-12 Teachers (grade chairs and teachers serving AIG students)

-Parents of K-12 Identified Students

-K-5 AIG Identified Students

-6-13 AIG Identified Students

The AIG Coordinator met with Administration to share the survey data and review the current AIG plan. The AIG Coordinator attends monthly check-ins, meetings and institutes offered by NCDPI to learn about AIG expectations, updates and support for AIG Coordinator duties. The AIG Coordinator uses AIG survey data, current plan, student data and notes to write the AIG plan for 2025-2028. Plan submitted to the NECP Executive Board in May 2025 for review and approval.

*** 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

<p>AIG program components.</p> <p>To monitor the successful implementation of the local AIG program and plan according to current legislation and state policies and North Carolina Academically or Intellectually Gifted Program Standards, the AIG Coordinator reviews practices and works toward continual improvement. The AIG Coordinator will meet with the Administration as needed to update them on the program needs, and get feedback.</p> <p>The Academically or Intellectually Gifted Coordinator will conduct ongoing program evaluation in the following consistent ways:</p> <ul style="list-style-type: none"> -Monitoring of student referrals and identification to ensure equity -Ongoing program evaluation with administrator check-ins and evaluations. -Collaboration with other AIG Coordinators across the state -Opportunities for professional development in the area of differentiated curriculum and instruction for the AIG Coordinator and classroom teachers who serve AIG students. -Monitoring service delivery options at each level to ensure that the academic and instructional needs of AIG learners are being met. -Department of Public Instruction headcount -AIG Stakeholders Surveys 	<p>* 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.</p> <p>The AIG Coordinator, administration and the NECP Executive Board work together to ensure that funds are available for the AIG program.</p> <p>AIG designated funding supports, but is not limited to the following areas:</p> <ul style="list-style-type: none"> ▪ Personnel ▪ Professional Development ▪ Special/Innovative Programs ▪ Instructional/Curriculum Products <p>* 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.</p>
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<p>The North East Carolina Preparatory AIG Coordinator, Testing Department and the instructional coaches work together to compile student achievement and student growth data for AIG students. This data is analyzed by the AIG Coordinator, administrators and the executive board each year along with additional data to inform program goals for the following year.</p>	<p>* 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.</p>	<p>North East Carolina Preparatory School recognizes the importance of having a database to monitor all populations represented in the local AIG program and has implemented systematic procedures for collecting data. Every child referred and tested for AIG will be entered into a database to give further study towards under-represented populations. This monitoring process provides information about subgroup representation in students who were tested and did not qualify, as well as those students who did meet the criteria. Students who are identified as AIG/IG are entered into a database that includes each of the following areas: area (s) of identification, exceptionalities, ethnicity/culturally disadvantaged, English Language Learner, Highly Gifted.</p>	<p>* 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.</p>	<p>North East Carolina Preparatory School administration closely monitors the credentials of personnel serving AIG students. Current data and the ability to differentiate curriculum as needed for a rigorous level of instruction is a factor in the placement of AIG students. The NECP AIG Coordinator and instructional coaches will conduct training sessions on differentiation, characteristics of gifted learners, and instructional strategies with regular classroom teachers. NECP will make a conscientious effort to share opportunities with teachers on AIG certification opportunities.</p>	<p>* 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.</p>	<p>North East Carolina Preparatory School will conduct an annual survey for all stakeholders to elicit feedback on the school's AIG website each Spring. This annual survey addresses program strengths and areas for improvement, as well as critical issues that might influence program standards. After receiving feedback regarding the quality and effectiveness of the local AIG program the AIG Coordinator will review the responses and share any necessary adjustments to the AIG plan and services with administration.</p> <p>Additional opportunities for students, parent/guardians, teachers, and other stakeholders to provide feedback on the quality and effectiveness of the local AIG program include, but are not limited to the following:</p> <ul style="list-style-type: none"> Initial Placement meeting with the parent/guardian. The AIG Coordinator will explain the process for placement of new students into the AIG program. Explanation of the service delivery options offered to meet the academic needs of each student will be shared in order to elicit understanding and feedback from parents/guardians.
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<ul style="list-style-type: none"> ▪ Annual DEP/IDEP meetings ▪ Parent meetings and conferences. AIG facilitators and/or the AIG Coordinator will regularly meet with parents as needed to review all aspects of the AIG Program and facilitate discussion to continually improve elements of the plan based on stakeholder feedback. 	<p>* Practice H Shares local AIG program evaluation data with school and district personnel, students, parents/guardians, families, and other community stakeholders.</p> <p>Data from evaluations of the AIG program will be shared with administration and on the AIG website. The AIG Coordinator will provide stakeholder's access to data from evaluation of the program on the departments website. Data will include but is not limited to: feedback from the surveys and testing data.</p>
<p>* 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.</p> <p>Due Process- Appeals Procedure: Parents/families have the right to disagree with North East Carolina Preparatory Academically or Intellectually Gifted Site Teams screening, placement or service options outlined in the student's Differentiated Education Plan (DEP) and are guaranteed due process procedures following:</p> <ol style="list-style-type: none"> 1. Parent/Guardian may make a request for a conference with the AIG Coordinator and/or classroom teacher. (A written request is required and should be filed for documentation.) All student AIG records are reviewed and additional information may be gathered from the classroom teacher to help resolve the issue. 2. If the issue is not resolved, a meeting is scheduled with the principal. 3. If the issue is not resolved, a meeting is scheduled with the executive director. 4. If the issue is not resolved, the Board of Directors will review the issue. 5. If a resolution is still pending, the parent has a right to petition (at no cost to the school) an Administrative Law Judge whose decision is final. <p>Parents/Guardians will be notified during each step of the identification process. Any student enrolling at North East Carolina Preparatory School who has been previously identified in another district will automatically receive service options from NECP.</p>	<div> <div> <div>+</div> <div>Click here to remove the table and use only the narrative field.</div> </div> </div> <p>* Ideas for Strengthening the Standard</p>

-A Spring survey to allow parents to give feedback on the AIG program.

-An annual parent meeting will be organized to gather feedback and share information about the AIG program.

-Create two student focus groups, one in the lower school and one in the upper school to allow students to give feedback and share information about the AIG program.

Planned Sources of Evidence

* Surveys involving all stakeholders	
* Retention and standardized test data	
* NCDPI official headcount	

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



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* Approved by local Board of Education on:

05/05/2025 

AIG Related Documents

North East Carolina Preparatory School (33A) 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)]	 <u>Local Board of Education Approval Template</u>	 <u>NECP Executive Board Approval 5.5.2025</u>

Optional Documents		
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	 <u>NECP Website (AIG under Academics)</u>
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	

Phrase	Definition