

**North East Carolina Preparatory School
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2019-2022**

Approved by local Board of Education on: 03-JUN-19
LEA Superintendent's Name: William Etheridge
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Submitted to NC Department of Public Instruction on: 06-JUN-19

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

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

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

For 2019-2022, North East Carolina Preparatory School local AIG plan is as follows:

North East Carolina Preparatory School Vision for local AIG program: It our vision to assist every North East Carolina Prep School Academically and Intellectually Gifted student in developing:

understanding and skills in using the methods unique to each discipline as well as those common to several disciplines.

an understanding of broad-based issues, theories, or problems within interdisciplinary and multicultural contexts.

independence, self-direction and skills in group processes that lead to creative and productive thinking.

critical and higher level thinking skills in both cognitive and affective areas.

affective behaviors involved in the creative process, including risk-taking, curiosity, imagination, and enjoyment of complex challenges.

convergent and divergent cognitive abilities necessary for creative productivity and an understanding

3/12/2020

of the roles and characteristics of creative and productive individuals in the evolution of significant change.

products that refine or challenge existing ideas incorporate concepts and use techniques, material, forms and knowledge in innovative ways.

acceptance and valuing of human differences; respect for the needs, cultures and rights of others; and recognition of the contributions of others.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$47189.52.00	\$500.00	\$0.00	\$0.00

Table of Contents

Standard 1: Student Identification	4
Standard 2: Comprehensive Programming within a Total School Community	10
Standard 3: Differentiated Curriculum and Instruction	17
Standard 4: Personnel and Professional Development	23
Standard 5: Partnerships	26
Standard 6: Program Accountability	29

Standard 1: Student Identification

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

Practice A

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

District Response: NECPS will establish procedures for providing consistent information to all school personnel, parents/families, students, teachers, and members of the community. An effort will be made to make the process accessible to all non-English speaking stakeholders. These stakeholders may need support with communication about the AIG program for an identified student or someone who is new to the school and needs additional program information. NECPS's AIG plan will be on the website and the AIG brochure will be provided in both Spanish and English.

A brochure will be available outlining the screening, referral, and identification processes for student placement in the AIG program in English and Spanish. It will be available to school personnel, parents, families, students, and community members. There will be a link to the brochure on our NECP home page. The criteria for identification will also be included under the curriculum link on our web page. Copies of the brochure will also be available at the school.

NECPS's AIG Specialist will explain the identification process to teachers, parents, and students at a general meeting designed to acquaint the stakeholders with the program. The AIG Specialist will provide teacher training and post-screening parent meetings at the elementary and middle school levels to explain the screening, referral, and identification process and/or the review of student service options.

Practice B

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

District Response: NECPS will establish consistent criteria and methods for AIG student identification. The main indicators for identification include achievement, aptitude, creativity, and motivation. We recognize the need for an ability test such as the IOWA Test of Basic Skills.

SCREENING

Screeners will be used to identify students that may be eligible for AIG identification. Screeners include, but are not limited to the following: BOG Test, End-of-Grade Test, EVAAS, SchoolNet, and K-2 assessment, etc. The AIG Specialist will request parent permission to administer screening test (s).

*For elementary grades 3-7, students are screened for AIG nurturing in the spring prior to their

service year by using a characteristic checklist completed by the teacher or AIG Specialist (see the NECP AIG Characteristic Checklist).

USE OF MULTIPLE CRITERIA

In order for a student to qualify for the AIG program, he or she will be evaluated in the following traditional measures: aptitude, achievement, creativity, student performance, and interest/motivation. Data should be no older than two years.

*For elementary grades 4-7, students will be formally tested using the Otis-Lennon School Ability Test (OLSAT). Performance at 90% or greater and/or 120 or greater is expected.

*A motivation checklist is completed by the classroom teachers to document a student's interest to actively participate in additional academic challenges.

*A creativity checklist is completed by the classroom teachers to document a student's potential to problem solve and critically examine beyond what is typically expected.

*Scores at a level 5 or performance at 90% or greater on North Carolina state tests in reading or math will be used for consideration in the program.

*If a student does not meet the above identification requirements, a portfolio with other data, such as benchmark assessments, 3-5 exemplary work samples (writing, projects, etc.), WIDA (ELL assessment), Reading 3D or extracurricular activities can be considered. In addition to the portfolio evidence, strong justification must be made in writing by the regular classroom teacher or AIG Specialist in order to identify a student as AIG and the Site Review Team must all agree on the student's identification status (see AIG Identification Portfolio Evidence).

POST-TESTING PROCEDURE AND IDENTIFICATION AREAS

NECPS will have a Site Review Team that includes the principal, AIG Specialist, counselor, and at least one classroom teacher.

The Site Review Team will review data to provide a total picture of the student, using all data to make an informed decision of placement within one of the following areas:

*Identification for AIG Services (in either reading, math, or both)

*Intellectually Gifted (IG)

*High Achiever (see explanation below)

*Observe and Assess Yearly (The LEA will re-administer a standardized aptitude test and/or achievement test to a student that shows a renewed need for further evaluation.)

*No Formal Services Recommended at This Time

The High Achiever status will result in nurturing of students who do not qualify for AIG identification. They must have A's and B's on their report card and show either high creativity or interest in extra-curricular activities. This placement will help reach under-represented populations and give them an opportunity to be offered participation in extra-curricular activities.

The AIG Specialist will consult with classroom teachers on student progress.

The AIG Specialist will monitor the screening and identification process and sign each Differentiated Education Plan (DEP).

3/12/2020

After the identification process is completed, the AIG Specialist will meet with parents to review the DEP and share the recommendations of the Site Review Team. Annually, in grades 4-7, invitations to meet with the AIG Specialist to review the DEP or discuss any concerns are sent to the parents of identified students.

K-2 IDENTIFICATION

*NECPS follows state board policy for Early Admission to Kindergarten.

*Formal identification for AIG students in grades K-2 will be considered only if there is a clear demonstration of extreme need and the student's ability to work two or more grade levels above current grade level.

TRANSFER STUDENTS

*Students previously identified through another school system in NC will be reviewed by the AIG Specialist and Site Review Team to determine service options in accordance with our procedures. Their identification status will remain intact and a DEP will be developed for the student if they meet our criteria. If a student transfers to NECPS from another state with an aptitude or achievement score in place, the student will be evaluated based on our criteria to see if he/she qualifies for identification.

Practice C

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

District Response:

NECPS will have procedures in place to respond to traditionally under-represented populations and demographics through providing enrichment services to the top 10% of each grade level, recognizing High Achievers to include those students in enrichment activities and extra-curricular activities. We will create non-traditional portfolio requirements to identify students who do not qualify under traditional measures. We recognize that we need to deliberately focus on the under-represented populations and continue to re-evaluate our processes and procedures to ensure that they are included in our AIG program.

If a student does not meet the traditional identification requirements, a portfolio of other documents, such as benchmark assessments, 3-5 exemplary work samples (writing, projects, etc.), WIDA (ELL assessment), Reading 3D or extracurricular activities will be considered. In addition to the portfolio evidence, strong justification must be made in writing by the regular classroom teacher or AIG Specialist in order to identify a student as AIG and the Site Review Team must all agree on the student's identification status. The portfolio documentation will help identify students in traditionally under-represented populations (see AIG Identification Portfolio Requirements).

NECPS will collaborate with ELL (English Language Learners) and EC (Exceptional Children) departments to locate potential AIG students and to help increase awareness of the under-represented populations with regular classroom teachers.

*The LEA will continue to serve under-represented populations through an enrichment program focusing on the top 10% of grades 3-8.

*Services will be provided to students who are identified as gifted or as high achievers. This will help reach the under-represented students who may be identified as high achievers.

Practice D

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

District Response: The AIG Specialist will meet monthly with the principal and academic dean to discuss policies, procedures, and to ensure consistency in screening and identification policies and concerns. The AIG Specialist will also review each student's identification data and sign off on the recommendation for identification to help maintain the consistency of identification decisions made by the Site Review Team.

* The identification support documentation will be used and maintained consistently throughout NECPS. AIG folders will have a designated color of orange for identified students.

* NECPS will consistently report identified students to the state for local headcount.

* A record of transition between levels for AIG folders will be kept and monitored by the AIG Specialist.

Practice E

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

District Response: NECPS will maintain documentation that explains the identification process and service options through the AIG brochure and Differentiated Education Plan (DEP). The AIG Specialist will meet with parents as soon as possible after the identification status has been signed off by the Site Review Team to explain the identification data and service options for the student. The AIG Specialist will meet annually with the parents of AIG identified students to review the service options and programming.

The AIG brochure and the AIG link on our school's website will explain the identification process and service options for the AIG program. The Differentiated Education Plan (DEP) will show an individual student's identification data and the identification status after the Site Review Team has met.

*The AIG Specialist will meet within a month after the student is identified to explain the service options for the student. The parent will sign the DEP agreeing or disagreeing with the decision at that time. A Parental Statement of Rights will be presented to parents/guardians at the time of signing the DEP, which outlines the procedures to resolve disagreements with gifted program.

The procedural steps are as follows:

1. The first procedure should involve a conference with the parent, classroom teacher, and/or specialist to resolve the issue.
2. If the issue is not resolved, a conference with the principal should be scheduled.
3. If the issue is not resolved, a conference with all stakeholders should be arranged, including the Executive Director.
4. If no resolution has been made, the Board of Directors will review the issue.
5. If resolution is still pending, the parent has the right to petition (at no cost to the school) an Administrative Law Judge whose decision is final.

* Reviews are held annually with parents and documented by the "Annual Review" form.

* Parent conferences will be scheduled as needed to discuss any changes in the DEP.

* An intervention plan can be established for identified students performing below ability level. This plan is discussed with the parents and shared with the regular classroom teacher(s). It is reviewed and re-evaluated as needed.

Practice F

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

District Response: NECPS will maintain documentation that explains the identification process and service options through the AIG brochure, website, and Differentiated Education Plan (DEP). The AIG Specialist will meet with parents as soon as possible after the identification status has been signed off by the Site Review Team to explain the identification data and service options for the student. The AIG Specialist will meet annually with the parents of AIG identified students to review the service options and programming.

The AIG brochure and the AIG link on our school's website will explain the identification process and service options for the AIG program. The Differentiated Education Plan (DEP) will show an individual student's identification data and the identification status after the Site Review Team has met.

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- * Reviews are held annually with parents and documented by the "Annual Review" form.
- * Parent conferences will be scheduled as needed to discuss any changes in the Differentiated Education Plan (DEP).
- * An intervention plan can be established for identified students performing below ability level. This plan is discussed with the parents and shared with the regular classroom teacher(s). It is reviewed and re-evaluated as needed.

Ideas for Strengthen the Standard: Information will be provided about the screening, referral, and identification process to non-English speaking stakeholders.

All third grade students will be screened with a non-verbal test which will help increase the number of students in the program.

Portfolios will be implemented to help increase the number of students in the program.

By serving the top 10% of each grade level as a Talent/Enrichment Group and identifying students through the use of a portfolio, we will increase our numbers of students served in the program.

We will strive to provide parents a clear understanding of the AIG program.

Sources of Evidence: Brochure, Brochure link, Agenda from Meetings, Test results, Differentiated Education Plan (DEP), Annual Review

Standard 2: Comprehensive Programming within a Total School Community

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

Practice A

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

District Response: The AIG Specialist will develop student-generated inquiry projects based on a student's interests. Training for staff on social and emotional needs of gifted learners should be integrated into professional development programs.

*NECPS will strive to include research-based programs that match the services offered.

*The AIG Specialist will work collaboratively with the school counselor(s) to provide social and emotional services for gifted learners.

*Differentiated Education Plans (DEPs) are placed in cumulative folders so that all staff can access them.

*Students can participate in contests, projects, field trips and other academic extra-curricular activities for enrichment.

Practice B

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

District Response: A total connection of the AIG program to the instructional program is vital to prepare all students for the 21st Century. The AIG Specialist, classroom teachers, counselors, and other personnel enhance and enrich the Standard Course of Study through common instructional goals. School-wide professional development should include instructional strategies to support the AIG program.

*School Improvement Plans will include goals about AIG student growth.

*The AIG Specialist will be a part of the School Improvement Planning process.

*Our program goals and services will be aligned with the North Carolina academic curricula to provide rigor and enrichment to students based on needs.

*The AIG Specialist will communicate and coordinate with all grade levels and departments to ensure that AIG goals and best practices are included in our programs and policies and recommend any appropriate changes.

Practice C

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

District Response: Services will be provided to the top 10% of the population. If less than 10% of the student population is AIG identified, then the criteria for including students in the nurturing group will be based on the following:

- *Teacher observation
- *Student grades in content areas
- *SchoolNet scores
- *Reading 3D scores
- *EOG and BOG scores
- *Benchmark assessments
- *Teacher recommendation
- *Student interest/motivation in activity

Practice D

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

District Response: Teaching gifted students must be everyone's responsibility including principals, regular classroom teachers, and support staff; therefore, efforts will be made to inform all stakeholders how to meet the needs of gifted learners.

*The AIG Specialist will share with principals the expectations for the delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan, who will then share with the regular classroom teachers and support staff.

*The AIG Specialist will share any AIG plan changes relating to service model with the staff.

- *The AIG plan will be posted on the NECPS website.
- *Differentiated Education Plans will be placed into the cumulative folders so all staff can access them.
- *Instructional delivery models will be discussed during PLCs and staff meetings.
- *AIG plan changes will be shared with administrators and stakeholders.
- *A hard copy of the AIG plan will be provided for each principal and academic dean.

Practice E

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

District Response: The AIG Specialist, counselor(s), and classroom teachers will collaborate to ensure a smooth transition for AIG students from elementary to middle and middle to Upper School (consists of grades 8-12).

- *NECPS will hold transition meetings with parents, teachers, and counselors in order to determine appropriate services for students.
- *The AIG Specialist will discuss service delivery models with principals to support scheduling and grouping for AIG students.
- *The AIG Specialist will collaborate with the high school counselor in order to ensure a smooth transition from middle to Upper School in regards to their curriculum options.

Practice F

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

District Response: NECPS (North East Carolina Prep School) recognizes the need to increase knowledge about social and emotional needs of gifted students so they can be understood and addressed. North East Carolina Prep School encourages collaboration among regular education teachers, the AIG Specialist, and administrators.

Schedules will be adjusted so that the AIG Specialist, regular education teachers, and instructional staff can meet the needs of gifted students. A continued effort will be made to include parents/families in the AIG program. Professional development that addresses the social and emotional needs of AIG students is needed for regular classroom teachers and other staff who interact with gifted students. The AIG Specialist will continue to attend professional development that specifically addresses the social and emotional needs of gifted learners. The AIG Specialist and counselor(s) need to establish resources that will help promote the social and emotional well-being of gifted students.

*NECPS will develop a Gifted Advisory Team (GAT), which will consist of parents, principals, the Executive Director, various grade level teachers, and the AIG Specialist. This team will meet regularly to discuss and improve the AIG program.

*The Gifted Advisory Team will ensure that NECPS is offering differentiated programs and services.

*The AIG team will implement annual parent events to encourage and allow for parent education about and participation in the AIG program.

*Administrators will design master schedules that will enable common planning between the AIG Specialist, regular classroom teachers, and other instructional staff.

*The AIG Specialist will refer gifted students who have social and emotional needs to the school counselor.

* The AIG Specialist will increase awareness of social and emotional needs with parents through newsletters, conferences, and the school's website.

*The AIG Specialist and counselor(s) will collaborate to create research-based resources that promote social and emotional well-being of gifted students.

*The AIG Specialist will seek opportunities for professional development on social and emotional needs of gifted students at conferences.

*At the middle and Upper School (grades 8-12) levels, students can select electives and clubs that meet their interests.

*Students can participate in contests, projects, field trips, and other academic extra-curricular activities to promote social and emotional well-being.

Practice G

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

District Response: North East Carolina Prep School (NECPS) 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 require accelerated services that require the regular classroom teacher and AIG specialist to develop a plan for student's needs.

*The AIG Specialist and regular classroom teachers will provide documentation that all options of differentiation have been tried before acceleration will be considered.

*Classroom teachers can provide recommendations for acceleration that could include grade, subject or content area, Credit by Demonstrated Mastery, virtual high school, independent studies, or internships.

- *NECPS acceleration guidelines for grades K-2 will comply with State Board of Education policy.
- *NECPS will consider grade acceleration in K-8 when there is evidence that a student is two years above their peers in their specific grade level. Evidence should include assessment data, student work samples, observation, etc.
- *NECPS will consider subject skipping in grades K-8 when there is evidence that a student is at least two years above his peers in a particular content area. Evidence should include assessment data, student work samples, observations, etc.

Practice H

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

District Response:

North East Carolina Prep School (NECPS) is committed to identifying and meeting the academic needs of high-functioning and high-potential students from all populations. It is our goal to ensure the diversity of our AIG program and have a fair representation of under-represented populations.

- *A search for testing material that is non-biased and/or non-verbal will be made and will be purchased when funds are available.
- *Service options and resources for English Language Learners (ELL), and non-traditional learners will be explored and developed.
- *Students identified as High Achievers will benefit from nurturing services.
- *Portfolios of student work will be used as support documentation during the identification process.
- *Screening of all third grade students will help identify non-traditional populations as gifted.
- *The K-3 nurturing program will be implemented to cultivate potential students and address the needs of under-represented populations.

Practice I

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

District Response: Enrichment opportunities will be offered for participation in local, state, and national competitions that may include, but are not limited to:

*Geography Bee

*Spelling Bee

*Mathcounts

*Envirothon

*Science/Math Fairs

*Public Speaking Contests

*Essay Contests

*Battle of the Books

*Poster Contests

*High School Math Contests

*Leadership Conferences

Ideas for Strengthen the Standard: Communication will be strengthened between the regular classroom teachers and the AIG Specialist to improve differentiated instruction for AIG students.

Professional development on co-teaching will be provided for regular classroom teachers and AIG Specialist to improve collaborative instruction.

The AIG Specialist will participate in Professional Learning Communities (PLCs) to encourage and discuss differentiation strategies with the staff.

Sources of Evidence: Research-based inventories about learning styles

Professional Development sign-in sheets

Differentiated lesson plans, curriculum units and activities

Academically-Intellectually Gifted testing data for grouping students

Student portfolios

Professional Learning Communities minutes/or agenda

Curriculum Meeting notes, emails, agendas

School Improvement Team notes, emails, agendas

Standard 3: Differentiated Curriculum and Instruction

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

Practice A

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

District Response: North East Carolina Prep School (NECPS) is committed to offering challenging, rigorous, and relevant curriculum designed to meet the intellectual, social, and emotional needs of gifted learners in grades K-12. We will maximize the intellectual development of gifted learners by offering advanced content and differentiated instruction through enrichment, extension, and acceleration of content as required by the NC Standard Course of Study. Due to the limited AIG staff, meeting the needs of the AIG students through differentiation must also be adopted by regular classroom teachers. NECPS recognizes the need for professional development on differentiated instruction and co-teaching practices in the regular classroom, and we are planning to implement professional development sessions on these topics.

*AIG specialist 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. spelling bee, science fair, Geography Bee, essay and speech contests, math bee, etc.).

*The AIG Specialist and regular classroom teachers will work to provide enrichment and extension resources to support the Common Core and North Carolina State Standards through team teaching, collaborative planning, and use of advanced/ research-based resources.

*The AIG program strives to provide a variety of environments to serve gifted learners or potentially gifted learners in grades 4-8 that include:

Cluster groups, Pull-out groups, Enrichment groups, and Co-teaching

*NECPS offers options for acceleration and extension for high school students that include the following:

- (1) NC Virtual Public High School
- (2) Dual Enrollment at Edgecombe Community College
- (3) Self-selection of coursework which could include Honors and Advanced Placement
- (4) Coursework offered via computer from State accredited colleges

Practice B

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

District Response: The AIG Specialist will use interest inventories with students to identify areas of interest.

Collaboration between the AIG Specialist and the classroom teacher will provide a focused approach on student's identified abilities, readiness, and learning profiles.

*North East Carolina Prep School (NECPS) will explore, find, and implement research-based interest inventories and learning style inventories and provide the information for teachers to use in their planning.

*Professional development will provide appropriate instructional strategies based on the needs, abilities, interests, and learning styles of gifted learners.

*The AIG Specialist will attend conferences, workshops, classes, and seminars to become more knowledgeable of current trends in gifted education.

*Profession Learning Communities (PLCs) meetings will allow for collaborative planning between the regular classroom teachers and the AIG Specialist.

Practice C

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

District Response: North East Carolina Prep School (NECPS) will purchase and implement research-based supplemental resources that can be used by regular classroom teachers and the AIG Specialist.

NECPS will continue to locate other resources to build a differentiated curriculum bank.

Academically-Intellectually Gifted specialist will attend regional and state meetings to gain resources to enhance student learning.

Practice D

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

District Response: North East Carolina Prep School will encourage collaboration between the AIG

Specialist and regular classroom teachers to create a technology, problem-based learning curriculum to promote future ready skills at an advanced level. The teaching of the following future ready skills should be a focus of the curriculum: global awareness, civic/economic literacy, applied information/media literacy, real world learning, and applied life skills/health awareness.

*NECPS will purchase additional Chromebooks to make technology more accessible to a greater number of students.

*NECPS will research and purchase materials that promote future ready learning.

Practice E

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

District Response: North East Carolina Prep School (NECPS) will collect data through a variety of sources to differentiate classroom curriculum and instruction and create flexible grouping of enrichment and AIG students. Data from these sources will be shared with all staff to help facilitate the development of curriculum, instruction, and grouping practices. The connection between the data that is collected and its use in developing curriculum and instruction will be supported with evidence to ensure its effectiveness.

*Summative assessments such as report card grades, SchoolNet assessments, Beginning of Grade tests for third graders (BOG), Reading 3D, EOG/EOC, AP exams, K-2 math assessments, teacher-generated tests, and EVAAS data will all be used as data sources.

*Formative assessments such as portfolios, observations, student work samples, grades, student conferences, and interest inventories will also be used as data sources.

*A variety of data will be analyzed and used to determine differentiation for gifted students, identify professional development needs, and to aid in the purchase of resource materials.

*Data will be shared and used during Professional Learning Communities (PLCs) meetings to drive instruction and create flexible grouping.

Practice F

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

District Response:

North East Carolina Prep School (NECPS) recognizes that gifted students have distinctive social and emotional needs. NECPS will work to provide collaboration and focused planning to support parents, counselors, and teachers in recognizing and meeting those needs.

*NECPS will have a Gifted Advisory Team (GAT) which will consist of parents, principals, various grade level teachers, the AIG Specialist, and the executive director. This team will meet at least bi-monthly to discuss areas of concern and advocate for learners in all areas.

*The AIG Specialist will research and study information concerning social and emotional needs of gifted learners in order to prepare professional development for classroom teachers and counselors on effective strategies to meet the social and emotional needs of gifted learners.

*The AIG Specialist will provide resources to support the social and emotional needs of gifted learners.

*The AIG Specialist will conduct annual meetings with parents to review the Differentiated Education Plan (DEP) and offer opportunities for discussion about the emotional and social needs of their child.

*The AIG Specialist will consult with students who are underachieving or having social/emotional issues on an as-needed basis. In addition, the AIG Specialist may refer a student who needs on-going assistance to the school counselor.

Practice G

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

District Response: North East Carolina Prep School (NECPS) will encourage classroom teachers to differentiate curriculum in a variety of instructional practices that include small group and flex grouping.

*Third grade nurturing groups will consist of students who have scored at or above 90% on the BOG test, level S on the Read 3D assessment at the beginning of the year or level U at the end of the 2nd grade.

*Students who have shown gifted qualities in K-3 will be formally monitored and tracked through portfolios or another research-based thinking skills program.

*The AIG Specialist will collaborate with the classroom teachers to develop differentiated lessons.

*NECPS will explore additional resources for the K-3 program.

*The Academically-Intellectually Gifted Specialist will work with the Kindergarten-Second Grade Science, Technology, Engineering, Art, and Mathematics (STEAM) instructor.

Practice H

Develops and implements differentiated curriculum and instruction through collaboration among regular education teachers, AIG personnel, and other related instructional staff.

District Response: North East Carolina Prep School will strengthen our Professional Learning Communities (PLC) to provide effective collaboration that will include other professional staff such as the K-2 literacy coach, EC teachers, English Language Learner teacher, technology teacher, as well as classroom teachers, academic dean, and principal along with anyone else who is directly involved with gifted learners.

*Common planning times will be scheduled to allow collaboration.

*Principals will develop, monitor, and encourage participation in the gifted program.

Practice I

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

District Response: North East Carolina Prep School (NECPS) will develop a Differentiated Education Plan (DEP) for identified AIG students. We will strive to match individual students to the appropriate method of delivery and acceleration options. NECPS will ensure effective programming, continuum of services, and school transitions.

*The DEP will include documentation for annual reviews with parents, as well as the identification data.

*Annual reviews will be held during each school year.

*At each annual review, the AIG Specialist and parents/family will review the student's work, determine the appropriate level of AIG services, and discuss key transitions between school levels.

Service options may include but are not limited to

- General exploratory
- Pull-out enrichment
- Cluster grouping
- Subject acceleration
- Grade acceleration
- Virtual learning
- Push-in/co-teaching

Acceleration Options

-NECPS will consider grade acceleration Kindergarten through eighth grade when there is evidence that a student is two years above his peers in his grade level. Evidence should include assessment data, student work samples, observations, etc.

-NECPS will consider subject skipping in K-8 when there is evidence that a student is at least two years above his peers in a particular content area. Evidence should include assessment data, student work samples, observations, etc.

Ideas for Strengthen the Standard: Communication will be strengthened between the regular classroom teachers and the AIG Specialist to improve differentiated instruction for AIG students.

Professional development on co-teaching will be provided for regular classroom teachers and AIG Specialist to improve collaborative instruction.

The AIG Specialist will attend staff and grade level meetings to encourage and discuss differentiation strategies with the staff.

Sources of Evidence: Research-based inventories about learning styles

Professional development sign-in sheets

Differentiated lesson plans, curriculum units and activities

AIG testing data for grouping of students

Student portfolios

Professional Learning Community (PLC) minutes and and/or agenda

Examples of collaborative differentiated lesson plans

Student work samples

Standard 4: Personnel and Professional Development

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

Practice A

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

District Response: The AIG Specialist will oversee the implementation and the evaluation of the AIG program as well as serve the identified AIG students. He/She will coordinate professional development in areas concerning gifted students, consult with the administrative team to monitor the AIG program, make recommendations regarding materials and resources needed for the program, keep abreast of and disseminate information on trends, issues, methods, and policies, serve as the liaison between the parent and the school, and present information about the AIG program to parents, Board of Directors, and other stakeholders.

Practice B

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

District Response: *The AIG Specialist will have an AIG license. He/She will guide, plan, develop, implement, revise, and monitor the AIG program at NECPS.

*The AIG Specialist will provide support and resources for teachers, principals, and academic deans. The AIG Specialist will provide direct support/instruction/services to gifted students. He/She will nurture high achievers and enrichment students.

*The AIG Specialist will develop Differentiated Education Plans and screen/identify students.

* The AIG Specialist will collaborate with regular education teachers to differentiate instruction.

* The AIG Specialist will administer AIG testing, gather sources of evidence to document growth of the AIG program, create an open line of communication among all stakeholders, assist with transitions between elementary to middle school and middle to high school, manage school-wide enrichment opportunities, such as math and spelling bees, speech contests, etc.

* The AIG Specialist will provide social and emotional support to students via individual conferences, clubs, and academic activities. AIG Specialist will recommend intervention if the need arises for AIG students to seek the services of the school guidance counselor.

Practice C

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

District Response: *The AIG Specialist will attend professional development conferences (NCAGT, ECU Gifted Conference, state and local meetings, etc.) in order to share AIG best practices with teachers working with gifted learners.

*The AIG Specialist will conduct training sessions on differentiation, characteristics of gifted learners, and instructional strategies with regular classroom teachers.

Practice D

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

District Response: Most of our classroom teachers do not have AIG licenses. All teachers who serve AIG identified students should have professional development to prepare them to provide appropriate differentiation for AIG students on a daily basis. We will strive to place AIG students with classroom teachers who have had professional development on differentiation and gifted learners.

Practice E

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

District Response: The AIG Specialist, along with the Executive Director, the principals, and the academic deans, will plan and provide professional development opportunities that are aligned with the AIG program goals. Priority will be placed on professional development and learning activities for classroom teachers who address differentiated instruction for gifted learners and AIG certification.

Practice F

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

District Response: The AIG Specialist will meet with classroom teachers to share best practices and discuss challenges and successes. During grade level meetings, the AIG Specialist and the classroom teachers will discuss and plan strategies to benefit AIG students and teachers. The administrators will design master schedules that will enable common planning between the AIG Specialist, regular classroom teachers, and other instructional staff.

Ideas for Strengthen the Standard: North East Carolina Prep School (NECPS) will provide professional development so that all stakeholders will have current information to support working with gifted learners.

NECPS will find strategic and focused professional development to maximize AIG student achievement and growth.

NECPS will encourage all teachers who serve AIG identified students to have professional development to prepare them to provide appropriate differentiation for AIG students on a daily basis.

NECPS will encourage teachers who serve AIG students to seek an add-on licensure in AIG certification.

Sources of Evidence: Grade level meeting agendas and minutes

Continuing Education Credits

Conference attendance

Administrative meeting agenda and minutes

Brochure designed to promote our AIG program

Differentiated Education Plans

Professional Development sign-in sheets

Testing resources and data

Student rosters for cluster grouping

School master schedules/teacher schedules

Standard 5: Partnerships

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

Practice A

Develops partnerships with parents/families that are intentional and meaningful to support the following needs of AIG students:

- * academic and intellectual
- * social and emotional

District Response: Partnerships are vital to an efficient, well organized, and competent program. NECPS will form a Gifted Advisory Team that will build partnerships with stakeholders. The AIG program will continue to look for opportunities to increase the involvement of parents/families and the community.

*A Gifted Advisory Team will be developed that consists of principals, the AIG Specialist, various grade level teachers, interested community members, and the Executive Director. Parents will be included on this team. The team will meet to discuss areas of concern and provide feedback on the school's AIG program.

*A brochure will be created outlining the screening, referral, and identification processes for student placement in the AIG program. This brochure will be available to school personnel, parents, families, students, and community members through the school website and in hard copy.

*The AIG specialist will hold annual parent meetings at the elementary and middle school levels to explain the service options and student progress.

*An AIG survey will be offered during the plan renewal year in order to receive feedback from parents/families, teachers, administrators, community members, and other personnel involved in the education of gifted students.

*Parents/families will be invited to information sessions that include topics regarding gifted education.

Practice B

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

District Response: *North East Carolina Prep School (NECPS) will strive to communicate with all stakeholders regarding the AIG plan and the AIG program.

*The Gifted Advisory Team will have a copy of the school's AIG Plan.

*A brochure will be created outlining the screening, referral, and identification processes for student placement in the AIG program. This brochure is available to school personnel, parents, families, students, and community members.

*An AIG survey will be given during AIG renewal planning in order to receive feedback from stakeholders.

*The AIG specialist will hold annual parent meetings at the elementary and middle school levels to explain the service options and student progress.

*AIG information/events will be included in the weekly "Husky Happenings."

Practice C

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

District Response: North East Carolina Prep School (NECPS) will have a Gifted Advisory Team (GAT) that represents the demographics of the school. NECPS will need to develop and implement a gifted leadership team including parents who will monitor the AIG program and plan. NECPS will devise a process that allows students to provide feedback on the AIG program.

*The Gifted Advisory Team will consist of principals, the AIG Specialist, various grade level teachers, interested community members, academic deans, and parents. The team will meet to discuss areas of concern and provide feedback on the AIG program.

*Parents and community members will be recruited who would be interested in serving on the GAT.

Practice D

Informs parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.

District Response: NECPS will inform parents/families and the community of opportunities available to AIG students. The AIG brochure will be available in both English and Spanish.

Practice E

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

District Response: North East Carolina Prep School (NECPS) will seek to increase the involvement of institutions of higher education, outside stakeholders, and to utilize community resources to enhance opportunities for gifted learners. NECPS aspires to strengthen partnerships with the colleges, institutions, and businesses in the community to enhance opportunities for the gifted learners and to partnership with institutions of higher learning to provide professional development on gifted education.

Ideas for Strengthen the Standard: Coordinate a group of interested parents/families and select representatives to serve on the GAT.

Translate the AIG brochure into other languages.

Devise a process that allows students and parents to provide feedback on the AIG program.

Seek out and educate local businesses about North East Carolina Prep's AIG Program Goals.

Sources of Evidence: Gifted Advisory Team (GAT) meeting, agenda, minutes

Sign-in sheets from parent meetings

Differentiated Education Plans

AIG information on school website and in "Husky Happenings"

AIG program brochure in other languages

Translator at meetings (when needed)

List of opportunities for gifted learners

Partnerships with higher learning (ECC, ECU, Barton, Wesleyan, NCC, etc.)

List of partnerships with community organizations and businesses

Standard 6: Program Accountability

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

Practice A

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

District Response: North East Carolina Prep School (NECPS) will continue to solicit input from stakeholders to write, review and update the AIG plan which supports state legislation.

*The AIG plan is developed in collaboration with a licensed AIG Specialist and the Gifted Advisory Team (GAT).

*The AIG plan will be shared with the NECPS administrators and the Board of Directors.

*The AIG Specialist and Executive Director will submit the plan to DPI.

*The AIG Specialist will attend regional and area AIG meetings of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.

Practice B

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

District Response: North East Carolina Prep School (NECPS) will monitor the implementation of the school's AIG Plan and create a process for evaluating areas of need. This will create a system of checks and balances among the AIG Specialist, administrators, academic deans, and Executive Director.

*The AIG Specialist will oversee the implementation and the evaluation of the AIG Program as follows:

- oversee and provide assistance with the implementation of the AIG program
- consult with administrators and academic deans to monitor the AIG program
- evaluate the progress of the AIG program
- present information about the AIG program to the administrative team

Practice C

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

District Response: North East Carolina Prep School will use designated state funds according to state guidelines.

*State funds will be used to support and provide resources.

*Funds will be allocated at the discretion of the Executive Director and the Board of Directors.

Practice D

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

District Response: North East Carolina Prep School (NECPS) will develop a process for using data to inform curriculum and service delivery needs.

*The academic deans will generate data reports from various sources.

*NECPS will utilize North Carolina state assessments data to track student growth from year to year.

*Data will be gathered to determine how to inform instruction and service delivery to monitor student growth, from sources such as but not limited to: EOG and EOC results, EVAAS, AP exams, ACT, college acceptance rates, and college scholarship offerings.

Practice E

Monitors the representation, performance, and retention of under-represented populations in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

District Response: A systematic report on demographic data will be created for AIG students.

*Implementation of the portfolio as an alternate identification method will support more student participation from all ethnic groups.

*Enrichment/nurturing groups consisting of the top 10% of the student population will allow North East Carolina Prep School to include more students in the AIG program.

Practice F

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

District Response: North East Carolina Prep School (NECPS) will monitor the credentials of personnel serving AIG students.

NECPS will encourage teachers to work towards AIG add-on licensure.

Practice G

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

District Response: North East Carolina Prep School (NECPS) will strive to improve the AIG program based on yearly results from an AIG survey and feedback from the Advisory Group.

*A survey will be provided to students, parents, administrators, teachers, and other instructional staff once a year to collect feedback on the program.

*A student survey or focus group will be developed to provide feedback about the program.

*An invitation will be extended to all parents to meet in order to gather feedback and share information about the program.

Practice H

Utilizes multiple sources of data to review and revise the local AIG program and plan during comprehensive program evaluation.

District Response: North East Carolina Prep School (NECPS) will review the AIG program periodically throughout the year and make adjustments based on data and feedback from surveys and testing data.

*The AIG Specialist will monitor data and sources of information to identify areas of improvement for the AIG program.

*Growth trends will be identified and AIG data will be monitored. Appropriate changes will be made as needed.

Practice I

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

District Response: North East Carolina Prep School (NECPS) will be transparent with all information pertaining to the AIG program.

Data of AIG students will be shared with all stakeholders, such as: demographics, head count numbers, drop-out rate, EOG scores, EOC scores, AP passing rates, ACT scores.

Practice J

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

District Response: North East Carolina Prep School (NECPS) will provide guidelines and procedures regarding the Parental Statement of Rights. It will offer steps for parents to follow to resolve disagreements.

The AIG Parental Statement of Rights will be given and explained to parents when they sign the Differentiated Education Plan.

The AIG brochure will be given to parents with the "Request for Testing" letter which is sent when a student is screened for AIG services.

Ideas for Strengthen the Standard: Necessary training will help the staff to understand growth and achievement data, how to interpret and analyze data, and how to make programming changes that appropriately respond to student needs.

A process for using data on AIG students to inform curriculum and service delivery needs to be implemented.

A systematic report on demographic data of AIG students will be created.

An annual Parent Meeting will need to be organized to gather feedback and share information about the AIG program.

An AIG Parental Statement of Rights needs to be developed in both English and Spanish.

Sources of Evidence: Board minutes/agendas

Grade level meeting minutes/agendas

AIG student demographics

Schedule of meeting dates

NC EOG and NC EOC data for AIG students

Annual drop-out rate

AIG brochure and information on website

AIG Parental Statement of Rights

Glossary (optional):

Appendix (optional):

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