**Standard 1: Student Identification**

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

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

## District Response

At NCCA, we value every learner and are committed to helping each one reach their full potential. In alignment with the NC Portrait of a Graduate, we believe that all students should have opportunities to demonstrate their strengths, talents, and readiness to grow. That's why our screening and referral processes are fair, inclusive, and designed to identify advanced academic potential across all grade levels—from Kindergarten through 12th grade. These practices also support early talent development by recognizing emerging strengths in students who may not yet be formally identified for AIG services.

### Screening and Referral Overview

Students can be referred for AIG (Academically or Intellectually Gifted) screening at any time during the school year. Referrals can come from parents, teachers, specialists, or even students themselves starting in 6th grade. The AIG referral form is available on the NCCA website, shared in grade level newsletters, virtual parent information sessions or can be requested from the AIG Coordinator.

We tailor the screening process by grade level:

### Grades K–2

We focus on discovering potential through classroom activities and teacher observations. Formal identification usually starts in third grade, but early strengths are nurtured.
In Grade 2, all students take the NNAT3 each spring. This aptitude test doesn't rely on reading or language, so it gives students from all backgrounds an opportunity to show their potential.

### Grades 3–8

Students are screened twice each year—in the fall and spring—using a mix of classroom performance and standardized tests, such as i-Ready, end-of-grade (EOG) tests, and benchmark assessments. When we measure for aptitude, we use the NNAT3 with students in grades 3–6 and the CogAT with students in grades 7–8. While many students are first identified in third grade, screening continues at all grade levels to ensure ongoing opportunities for referral and identification throughout the year.

### Grades 9–12

We review multiple data sources such as End-of-Course (EOC) scores, ACT/SAT results, current course placements, and teacher recommendations to identify high school students who may benefit from gifted services. When additional information is needed, students may also take the CogAT to provide a more comprehensive picture of their abilities and help guide more informed placement decisions.

**Clear Communication and Family Support**
We understand that the gifted identification process may be new for many families, so we strive to keep communication clear and supportive:

-Step-by-step guidance is available on the NCCA website in both English and Spanish.
-We offer parent information sessions throughout the year to explain the process for referrals, screening and identification
-Teachers receive annual training to help them recognize gifted traits in all students, including multilingual learners and those with learning differences (twice-exceptional).
-In addition to academics, we also consider social-emotional and leadership strengths, guided by our schoolwide Leader in Me framework.

**Ongoing Review and Support**
Our AIG screening process is designed to recognize the many ways students can be gifted—through academics, creativity, leadership, and more. We're committed to keeping the process accessible, transparent, and supportive so that every child has a fair opportunity to grow and thrive.

* **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.

**District Response**
Gifted identification at NCCA applies to students in elementary, middle, and high school. We ensure that students are given multiple opportunities from Grades K-12 to demonstrate their gifted abilities using both quantitative and qualitative data. The identification process is designed to be inclusive and fair, reflecting a comprehensive understanding of each student's academic potential.

**Identification Pathways and Criteria**
NCCA's criteria for identifying students are based on a combination of aptitude, achievement, artifacts, and observable behaviors. For clarity, we will use these abbreviations listed below consistently throughout this plan.These criteria are tailored to recognize giftedness in a variety of forms, whether through academic excellence, intellectual capacity, or creative problem-solving.

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

**Intellectually Gifted (IG)** Students who have demonstrated high intellectual capacity, but have not yet demonstrated high academic performance. These students perform in the superior range on aptitude assessments with little evidence of commensurate achievement. This definition recognizes that not all intellectually gifted students display gifted characteristics in an "achievement based" way. The student needs additional support to be successful in school and to reach their full potential.

**Academically and Intellectually Gifted (AIG)** indicates that a child's intellectual and academic abilities are highly advanced compared to their peers. The AIG student has high aptitude scores for both the total/full scale score and in a subtest area. They also have high achievement test scores in the same area. These students need additional support to remain successful in school and reach their full potential.

We use multiple data points, including but not limited to:

**Aptitude**
-NNAT3 (Naglieri Nonverbal Ability Test)
-CogAT (Cognitive Abilities Test)

**Achievement**
**-**Beginning of Grade assessments (3rd grade only)
**-**End of Grade assessments
-iReady benchmarks

**Artifacts**
-Teacher recommendations
-Classroom performance
-Portfolios and work samples

The identification process takes into account both *quantitative data* (test scores, grades) and *qualitative data* (teacher observations, student portfolios, and leadership skills), ensuring that we are capturing a complete picture of the student's abilities and potential.

**Data Points for Identification (Grades 3-12)**
Below is a summary of the criteria and pathways used to identify gifted students in reading, math, and intellectual giftedness. The chart provides clear pathways for students to qualify based on different data sources.

| | | | | |
|---|---|---|---|---|
| **Academically** | 95th | NNAT3 or | EOG Reading, | Portfolio of |

| | | | | |
|---|---|---|---|---|
| **Gifted (Reading)** | percentile or higher on aptitude and achievement assessments in **reading** | CogAT (95th+ percentile) | iReady Reading (95th+ percentile) | artifacts demonstrating high performance |
| **Academically Gifted (Math)** | 95th percentile or higher on aptitude and achievement assessments in **math** | NNAT3 or CogAT (95th+ percentile) | EOG Math, iReady Math (95th+ percentile) | Portfolio of artifacts demonstrating high performance |
| **Academically Gifted (Reading & Math)** | Meets criteria for both **Reading and Math** | Pathway 1 (Reading) + Pathway 1 (Math) | Pathway 2 (Reading) + Pathway 2 (Math) | Pathway 3 (Reading) + Pathway 3 (Math) |
| **Intellectually Gifted (IG)** | **High aptitude** scores with little or no achievement | CogAT or NNAT3 (SAS 130+ on Verbal/Quant) | Evidence of gifted characteristics (observations) | Portfolio of cognitive processing and problem-solving work |
| **Academically & Intellectually Gifted (AIG)** | High achievement and aptitude **across subjects** | Meets AG (Reading or Math) + IG (Intellectually Gifted) | Meets AG (Reading or Math) + high achievement in related subjects | Meets both achievement and aptitude criteria for AG and IG |

**Inclusive Identification Practices**
NCCA is committed to inclusive identification practices that make sure all students, no matter their background, have the opportunity to show their strengths and abilities.

**Our strategies include:**
-Using local norms to ensure inclusivity for all students.
-Looking at the top 10-20% of students from different groups to gather more information and make inclusive decisions.
-Using non-traditional methods, like portfolios, teacher observations, and work samples, to get a fuller picture of a student's

abilities.
-Working together with EC (Exceptional Children) and ML/Title III (Multilingual Learners) staff to gather information about each student's strengths and needs, creating a complete profile for every student.

**Identification Steps by Grade Level**

**Grades K-1:**
Students are observed by the elementary AIG teacher in collaboration with classroom teachers as well as the AIG Coordinator
Teachers will review iReady data, grades, and conduct observational assessments.
If appropriate, subject differentiation or subject acceleration will be considered based on academic needs.

**Grade 2:**
Universal screening is conducted with the NNAT3 in the spring. Students also participate in preparation activities to familiarize them with the testing format.
iReady results and teacher recommendations will also contribute to the identification process.

**Grades 3-12:**
-Formal identification includes both aptitude assessments (NNAT3, CogAT) and achievement data (iReady, EOG).
-Portfolio assessments and teacher recommendations are used for students whose performance demonstrates potential but not yet achievement.
-Enrichment groups are available for students who partially meet criteria, with reassessment after one year.

**High School Identification Criteria**
For high school students (Grades 9-12), gifted identification may occur based on previous gifted services, academic performance, or potential demonstrated in advanced coursework. The criteria include both *quantitative data* (e.g., test scores) and *qualitative data* (e.g., teacher recommendations, leadership qualities). High school students who have been previously identified as gifted or who are transferring from other schools may be placed in advanced coursework based on the following:

| | | | | |
|---|---|---|---|---|
| **Academic Performance** | Enrollment in advanced or honors coursework | AP or Honors course enrollment | Class rank in top 10% or subgroup top 10% | Teacher recommendations based on performance |
| **Standardized Testing** | ACT, SAT, or EOC exam performance | ACT score of 19.5+ or SAT score of 1028+ | EOC Level 4 or 5 in subject-specific exams | Nationally normed achievement tests (e.g., EOG) |
| **Advanced Placement (AP) Exams** | Evidence of academic excellence in AP courses | AP exam score of 4 or 5 | Participation in AP or honors coursework | AP exam score of 4+ or honors enrollment |
| **Extracurriculars** | Participation in Gifted & Talented programs or other honors programs | Participation in honors track or similar programs | Leadership roles in academic clubs, sports, or arts | Self-identified potential or performance in extracurriculars |

The specific EOC courses for placement include:

| HIGH SCHOOL |
| --- |
| **English II:** |
| Level 4 (555–564), Level 5 (565+) |
| **Biology:** |
| Level 4 (555–564), Level 5 (565+) |
| **Math I & III:** |
| Level 4 (555–562), Level 5 (563+) |
| **AP Exams:** |
| A score of 4 or 5 on an AP exam reflects strong understanding of college-level material and suggests readiness for continued academic challenge. |

At NCCA, we use a fair and flexible process to identify gifted students in grades K–12. Students can qualify as gifted in reading, math, intellectual ability, or a combination. We look at test scores, classroom performance, teacher input, and student work to get a full picture of each child's strengths.

Screening happens at multiple points across grade levels. All 2nd graders take a universal screener, and students in grades 3–12 may be referred based on data and teacher recommendations. We also offer enrichment and re-screening for students who show potential but haven't yet met formal criteria.

To make sure our process works for all students, we use local norms, consider a variety of strengths, and work closely with families, EC, and ML staff. This helps us recognize giftedness in many forms—not just through test scores.

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

**District Response**
At NCCA, we are committed to ensuring that our AIG screening, referral, and identification practices are fair, inclusive, and responsive to the needs of all students—especially those who are culturally or linguistically diverse, economically disadvantaged, highly gifted, or twice-exceptional (2E). Our goal is to create an environment where every student has the opportunity to demonstrate their strengths and potential.

| NCCA Total Demographics | |
|---|---|
| Asian | <5% |
| Black | 27.7% |
| Hispanic | 16.2% |
| American Indian | <5% |
| Multi | 8.7% |
| Native Hawaiian | <5% |
| White | 43.4% |
| **NCCA AIG Demographics** | |
| Asian | <5% |
| Black | 15.3% |
| Hispanic | 16.1% |
| American Indian | <5% |
| Multi | 5.5% |
| White | 57.6% |

**Proactive Talent Development in Early Grades**
In grades K–2, we focus on talent development rather than formal identification. All students participate in activities designed to build higher-order thinking and leadership skills. Through the Leader in Me curriculum, students are encouraged to reflect, set goals, and grow socially and emotionally. Teachers also observe behaviors aligned with the 7 Habits to uncover strengths that may not show up on traditional tests.

**Universal Screening and Early Identification**
All 2nd graders at NCCA take the NNAT3, a nonverbal aptitude test designed to identify gifted potential across diverse student populations. This universal screening process helps ensure that students are not overlooked due to language barriers, background, or limited school experience. By using local norms and flexible criteria, we are able to recognize advanced potential in relation to a

student's peer group—not just based on national benchmarks.

**Talent Development for Grades 3–8**
Students who score at or above the 90th percentile on aptitude or achievement tests are placed in a talent development pool. We also review end-of-grade (EOG) assessments and other benchmark data, such as i-Ready, to identify patterns and readiness for advanced learning. These students may be placed in enrichment classes alongside formally identified peers, fostering supportive peer learning environments.

**Referral and Holistic Review Process**
Referrals for AIG screening can be submitted by parents, teachers, administrators, or the students themselves. Each referral is reviewed using a multi-faceted approach that includes academic data (such as test scores and class performance), work samples and portfolio assessments, and teacher observations paired with student interest surveys. This comprehensive process allows us to recognize giftedness in a variety of forms—not just academic achievement.

**Strategies for Identifying Twice-Exceptional (2E) and Multilingual Learners (MLLs)**
To support students whose strengths may be overlooked due to learning differences or language acquisition, we use a variety of tools to build a more complete picture of their abilities. These include cognitive and achievement assessments (such as the WISC-V and CogAT), performance-based assessments, portfolios, project work, student interviews, and self-assessments. We also gather input from teachers, families, and specialists in Exceptional Children (EC) and Multilingual Learners (ML). Together, these strategies help us better understand each student's unique strengths and learning needs.

**Continuum of Support for 2E and MLL Students**
Twice-exceptional (2E) students receive both enrichment and the support they need to succeed academically. Teachers work closely with AIG, Exceptional Children (EC), and Multilingual Learner (ML) teams to develop personalized learning paths that meet each student's unique needs. Acceleration and support sessions are built into the regular school day to ensure access without missing core instruction. We also emphasize culturally responsive teaching so that all students see their strengths reflected, valued, and celebrated.

**Professional Learning for Equity**
Teachers at NCCA participate in ongoing training focused on differentiated instruction, culturally responsive teaching, and how to identify and support twice-exceptional (2E) students and multilingual learners. These professional learning opportunities help educators recognize potential in all students and apply flexible, inclusive identification practices.

**Inclusive Identification Tools and Local Norms**
At NCCA, we use the NNAT3 to support identification across a wide range of learning profiles. Local norms from i-Ready, EOGs,

and other assessments help us recognize gifted potential in students who may not meet national cut scores. Flexible thresholds allow students to qualify for services based on their strengths within our local context. By combining multiple measures, universal screening, and flexible strategies, NCCA's AIG program ensures that gifted identification is inclusive, data-informed, and responsive to the diverse needs of our students. Every child deserves the chance to be seen for their potential and our system is built to make that happen.

**Percent Ethnicity Identified as AIG**

| | Asian % | Black % | Hisp % | Native Amer % | Multi % | Pac Islander % | White % |
|---|---|---|---|---|---|---|---|
| **Female** | --- | 5.09% | 9.95% | --- | --- | --- | 12.50% |
| **Male** | --- | 5.50% | 8.99% | --- | --- | --- | 13.03% |
| **Total** | 16.42% | 5.28% | 9.52% | --- | 6.13% | --- | 12.73% |

**Percent of Total AIG Students Identified as Dual Exceptionality**

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

**District Response**

The AIG Coordinator utilizes a variety of media formats to ensure that any interested parties are aware of the procedures for screening, referral, and identification. The AIG coordinator maintains current AIG information on the district website as well as resources for students, parents, guardians, and teachers. The current AIG Plan is also posted on the website.

Procedures for identification will be outlined in a flow chart which is accessible via the website. This flowchart will outline typical identification practices. Annual updates on identification practices will be provided to district staff, school administrators, school counselors, and others via district-level meetings. In addition, the AIG Coordinator will update teachers and parents via meetings, websites, and other forms of communication. All NCCA teachers and administrators will have access to screening, referral, and identification documents through the school's website. Information will be updated at least annually to ensure the process is clearly

defined.

The AIG referral process will be monitored for quality and integrity by the AIG Coordinator, the Director of Curriculum and Instruction as well as the AIG Committee.

The AIG Coordinator will participate in Academically Gifted Committee meetings, family information sessions, and staff training to provide helpful resources—such as identification flow charts, referral forms, and guidance tools. These resources are designed to make the process clear and consistent for everyone involved.

The Academically Gifted Committee will use these tools to review student information together and ensure fair and thoughtful decisions about AIG placement. An updated overview of giftedness, identification, and services will be shared by the AIG Coordinator with all staff to help with referrals as well as service delivery.

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

**District Response**
In order to disseminate information, we will create documents and processes that are used consistently across the district to communicate critical aspects of AIG Services. The Differentiated Education Plan (DEP) documents a student's AIG placement and services, and it can be accessed by all staff through ECATS (Every Child Accountability & Tracking System).

NCCA publicizes AIG procedures and processes for all stakeholders on the NCCA website. The AIG Plan and an AIG Identification Chart will be located on the NCCA website and available to the general public. Virtual parent nights will be hosted by the AIG Coordinator each year to educate parents about the procedures for AIG identification and related services.

To further support transparent and inclusive communication, the district integrates the Leader in Me framework, which promotes strong school-family partnerships and empowers students and families to take active roles in the learning process. Leader in Me fosters a school culture grounded in shared leadership and student voice, helping to ensure that parents and guardians understand and engage with the AIG identification process. This alignment strengthens our outreach efforts, particularly for underrepresented families, by building trust and encouraging collaboration in decisions regarding gifted education.

* **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.

**District Response**
Gifted identification is documented in Infinite Campus for students who have been screened and identified. The AIG Coordinator maintains digital records of screening information to include test scores, referrals, and annual Differentiated Education Plans.

For newly identified students, an AIG information letter will be provided to parents/guardians after all scores have been reviewed by

the AIG Committee. When a student has been identified, a virtual meeting will be held with parents to review the results, explain what AIG services look like at NCCA, and discuss the student's Differentiated Education Plan (DEP) and placement options. Additional virtual meetings will be offered throughout the year to share academic and enrichment opportunities.

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

**District Response**
To ensure that identified AIG students receive services that match their academic, intellectual, and social-emotional needs, NCCA develops a Differentiated Education Plan (DEP) for each formally identified student. The DEP serves as a documented plan that outlines the differentiated services a student will receive and is reviewed annually with families to ensure effective programming, continuity of services, and support for school transitions.

**How the DEP Is Created**
The DEP is developed collaboratively by the AIG Coordinator, classroom teachers, and the student's family. It is based on a variety of data sources, including:

-Test scores (e.g., EOG, NNAT3, CogAT)
-Classroom performance and teacher input
-Student work samples and performance tasks
-Student interest surveys that highlight strengths, passions, and areas of motivation

**What the DEP Includes**
The Differentiated Education Plan (DEP) outlines the types of services and support a student will receive based on their area(s) of gifted identification. It includes individual learning goals along with academic services such as enrichment, acceleration, independent study, and project-based learning. Students may also benefit from curriculum compacting and virtual collaboration opportunities. In addition to academic support, the DEP includes strategies to nurture social-emotional growth and help each student thrive.

**Ongoing Review and Updates**
Differentiated Education Plans (DEPs) are reviewed and updated each year to reflect student growth, readiness, and evolving goals. Families receive a copy of the updated DEP and may request a virtual meeting to discuss services and placement. Any adjustments to the DEP are documented as needed to reflect changes in support or services.

**Supporting Transitions**
The DEP helps support students during key school transitions, such as moving from elementary to middle school or from middle to high school, by outlining appropriate services and placement for each grade span. In high school, the DEP aligns with the student's graduation plan and may include options like Advanced Placement (AP) courses, dual enrollment through Career & College Promise

(CCP), or early graduation pathways. For students with additional needs, NCCA ensures the DEP is coordinated with other support plans, such as IEPs for twice-exceptional (2E) students and ML plans for multilingual learners.

**Storage and Access**
DEPs are securely stored in ECATS, where authorized staff can access them to ensure continuity of services and support. This ensures that student needs are met consistently, even when transitioning between teachers or grade levels.

**Professional Development for Educators**
NCCA teachers participate in ongoing professional learning focused on meeting the needs of gifted learners. Training topics include differentiation strategies, culturally responsive teaching, and ways to support twice-exceptional students and multilingual learners. This professional development helps ensure that each student's DEP is implemented effectively and with an understanding of their unique strengths and backgrounds.

*** Ideas for Strengthening the Standard**

Share examples of how giftedness shows up in writing, problem-solving, creativity, or leadership can help teachers and families recognize potential earlier—especially in students from underrepresented groups.

Many families and teachers associate AIG with 3rd grade testing only. The standard could be strenghtned by emphasizing year-round opportunities, and how referrals remain open in middle and high school, makes the process feel more inclusive.

Create an updated and more informative visual of the identification process, (maybe a one-page flowchart or timeline) to the website or on flyers to help stakeholders understand how it works, what to expect, and how they can be involved.

We need to offer Identification Information in multiple languages

As part of the screening process, families could complete a short form to share insights about their child's interests, strengths, and learning behaviors at home. This would give us a bigger picture of each student.

**Planned Sources of Evidence**

| | |
|---|---|
| * | We use universal screening calendars and testing windows (NNAT3, CogAT) to show that every student has a chance to be considered for AIG services, not just those already performing at the top. |
| * | Referral logs and nomination forms from parents, teachers, and students (Grades 6-12) help us track how students enter the identification process and ensure referrals are open to everyone. |
| * | Our identification process is supported by multiple criteria learner profiles, which include data like achievement, aptitude, student work samples, and observations to build a full picture of student |

* Parent communication samples-including bilingual flyers and website screenshots-demonstrate how we share screening and referral information clearly with families throughout the year.

**Documents**

| Type | Document Template | Document/Link |
|---|---|---|
| AIG Standard 1 Additional Resources | N/A | |

**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.

**District Response**

NCCA delivers a comprehensive and collaborative AIG program aligned with student needs, school priorities, and state requirements. Differentiation is embedded into the core curriculum to support advanced learners with “just right, right now” learning experiences. Teachers employ varied grouping strategies and offer choices in content, process, and product to promote engagement and mastery. Equitable access is ensured across the district through consistent implementation of processes and procedures.

Differentiated Education Plans (DEPs) are maintained in ECATS and reviewed annually. These plans ensure services are personalized and aligned with a student’s strengths, grade-level standards, and identification area(s).

AIG rogramming develops durable skills such as resilience, collaboration, communication, and self-direction—aligned with NCCA’s integration of Leader in Me. Gifted learners are encouraged to track their growth, set personal goals, and reflect on their learning, reinforcing leadership and executive functioning skills.

**K–2 Talent Development Services**

All K–2 students receive enrichment during core instruction. Activities include exploratory projects, questioning strategies, and hands-on learning designed to uncover potential. Services are collaborative between the AIG teacher and general education staff.

**Early Entrance to Kindergarten**

Early entrance is available for exceptional 4-year-olds under NC policy BH-1099. While it is not a direct path to AIG identification, early entrance may be considered for students who show:

-Advanced academic ability (e.g., early reading fluency, number sense, or logical reasoning)
-Strong verbal and communication skills
-Highly developed attention span and task persistence
-Emotional maturity and independence

-Problem-solving or creativity beyond age expectations

Students who enter early and continue to demonstrate high performance may be considered for AIG referral during later K–2 talent development phases.

**Grades 3–12 Services**
Academic services are embedded in core classes, virtual sessions, or designated enrichment blocks. Specific services include:

Math (AM)
-Compacting, flexible grouping, online extensions (Grades 3–5)
-Advanced Math and Math 1, CDM (Grades 6–8)
-AP/CCP courses, mentorship, independent study (Grades 9–12)

ELA/Reading (AR)
-Above-grade-level texts, Advanced ELA, Socratic Seminars(Grades 3–8)
-AP/CCP, independent research, dual credit (Grades 9–12)

Academically Gifted (AG)
-Combination of math and reading enrichment through interdisciplinary projects and leadership development

Intellectually Gifted (IG)
-Focus on creativity, inquiry, and SEL with support in executive functioning and metacognition

Academically & Intellectually Gifted (AIG)
-Comprehensive plans blending acceleration, inquiry, and self-directed learning

**Collaboration**
Services are delivered through a team approach: AIG Coordinators, teachers, counselors, EC and EL staff, and administrators all contribute to implementation.

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* **Practice B**
Delivers an AIG program with comprehensive services that address the social and emotional needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel based on student needs.

**District Response**
Social-emotional learning (SEL) is intentionally embedded in AIG services across all grade levels. AIG students often face unique challenges such as perfectionism, asynchronous development, or heightened sensitivity.Services are designed to support the

whole child by integrating SEL with academics and leveraging components of Leader in Me—including goal setting, personal mission statements, and leadership notebooks.

**K–12 SEL Services Include:**
**Grades K–2** Classroom-based SEL lessons, co-planned by AIG and general education teachers
**Grades 3–5** Enrichment groups addressing executive functioning and peer relationships
**Grades 6–8** Identity exploration, academic stress support, transition planning
**Grades 9–12** Career planning, mentorship, managing workload, leadership development

**Collaboration includes:**
**AIG Coordinator**
DEP development with SEL goals, consults with school staff
**Counselors**
Provide small group support, transition guidance
**Teachers**
Embed SEL practices into daily instruction
**EC and ML Staff**
Support needs of 2e and multilingual gifted learners

**Structures:**
DEPs include SEL goals, accessible via ECATS
MTSS teams review both academic and SEL needs
SEL-focused PD is provided for staff
Community partnerships support students with anxiety, overachievement, or isolation

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* **Practice C**
Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice.

**District Response**
The AIG program is intentionally aligned with NCCA's strategic goals including personalized learning, MTSS, and equity. Gifted services support academic acceleration, interdisciplinary learning, and career readiness. The Leader in Me framework reinforces the district's whole-child approach by building leadership, accountability, and student voice across services.

**Connections to district priorities include:**
-Participation in School Improvement Planning
-Integration of acceleration options (CDM, early entrance, dual enrollment)
-Regular collaboration between AIG and departments (EC, ML, Counseling)

-Representation of gifted services in strategic planning and policy updates

**Resources are distributed equitably and support:**
-Professional learning
-Differentiation tools
-Learning platforms for enrichment and acceleration
-DEP management systems (ECATS)

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

**District Response**
Flexible grouping is an essential practice at NCCA. Students are grouped by performance, interests, or learning needs—across grade levels and content areas. Groups are fluid, reviewed on a quarterly basis, and intentionally inclusive. The grouping process is evaluated regularly to ensure that each student is appropriately challenged and engaged.

**Grouping strategies include:**
-Pre-assessments, iReady data, and formative assessments to help identify appropriate groupings.
-Socratic Seminars, literature circles, and math competitions designed to challenge students and promote critical thinking.
-Performance-based grouping for writing, speaking, or problem-solving tasks.
-Cluster grouping within grade levels to facilitate collaborative learning.

To ensure continuous adaptation and responsiveness to student needs, the grouping process will be assessed at least quarterly. Mid-year feedback from teachers, students, and other key stakeholders will inform any necessary adjustments to groupings, ensuring that students receive the most appropriate challenges and support throughout the year.

**Collaboration for Grouping**
AIG Coordinator partners with the Director of Curriculum and Instruction, the administration and teachers to determine placement. Grouping plans consider SEL and academic readiness. Ongoing PD supports teachers in effective grouping strategies.

* **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.

**District Response:**
All NCCA staff receive training to understand the gifted identification process, recognize characteristics of gifted learners (including those from underrepresented populations), and support students through the referral and screening stages. This training helps ensure consistent implementation of the AIG process across grade levels and departments.

**The AIG Coordinator provides:**

-Annual AIG 101 training focused on state policy, characteristics of gifted learners, screening and referral procedures, and use of Differentiated Education Plans (DEPs)
-Coaching and collaborative planning to support differentiation and identification strategies in virtual classrooms
-Onboarding resources for new staff to build early awareness of the AIG process
-Quick Reference Guides, tailored by role (e.g., general educators, counselors, EC/ML specialists), to support understanding of gifted characteristics and identification pathways
-Ongoing updates embedded in PLCs, MTSS meetings, and departmental collaboration

Aligned with NCCA's use of the Leader in Me framework, training promotes a strengths-based mindset, encouraging staff to recognize leadership, creativity, and potential in all students—not just traditional academic indicators.

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

**District Response**
To ensure a seamless continuation of gifted services across grade spans, the AIG Coordinator shares updated AIG rosters and Differentiated Education Plans (DEPs) with staff at the start of each year and as students move between grade levels. Communication is embedded in transition planning from elementary to middle and middle to high school, helping staff prepare for students' academic and social-emotional needs.

For students transferring into or out of NCCA, AIG records are promptly reviewed and services are initiated with minimal disruption.

The AIG Coordinator collaborates with EC, ML, and counseling departments to ensure aligned support for twice-exceptional (2e) and multilingual learners (MLs), especially during key transitions. Communication occurs through shared virtual files, scheduled team meetings, and staff development opportunities, supporting continuity of services across the K–12 continuum.

* **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.

**District Response**
NCCA has established documented policies and procedures to support a range of acceleration opportunities, including subject and grade-level acceleration, Credit by Demonstrated Mastery (CDM), curriculum compacting, and dual enrollment through Career & College Promise (CCP). These pathways are available to eligible students based on academic readiness, motivation, and developmental factors. In some cases, acceleration may also be used as a talent development strategy for students who show advanced potential but have not yet been formally identified as AIG.

The following procedures guide decisions and placement across all available options, including curriculum compacting, subject and

grade-level acceleration, Credit by Demonstrated Mastery (CDM), and dual enrollment:

-A multi-source review of data (i-Ready, EOG/EOC scores, classroom performance, and work samples)
-Use of the Iowa Acceleration Scale, as appropriate, for grade-level acceleration decisions
-Teacher recommendations, student input, and parent conferences
-DEP updates to reflect any change in service or placement

For **curriculum compacting**, teachers may pre-assess students to determine prior mastery of content and adjust instruction accordingly to allow for enriched or accelerated learning opportunities. Curriculum compacting is an instructional strategy that streamlines content students have already mastered, so they can move ahead or explore topics in greater depth.

**Acceleratio**n decisions are made with careful consideration of each student's social, emotional, and academic well-being. These decisions are collaborative, student-centered, and formally documented to ensure that advanced learning opportunities align with readiness and long-term success. Acceleration may include advancing in a single subject (such as math or reading), accessing above-grade-level coursework, or—on rare occasions—skipping a full grade level. When acceleration is determined to be appropriate, the AIG Coordinator, principal, counselors, and instructional staff work with families to monitor progress and adjust plans as needed. Regular check-ins ensure the placement continues to meet the student's academic and developmental needs.

For **CDM**, students follow NCDPI's two-phase process (Phase I: assessment; Phase II: demonstration of mastery through project or performance task).

**College and Career Promise (CCP) / Dual Enrollment**
Students interested in dual enrollment through the NC Career & College Promise (CCP) program must apply directly to their local community college. This process includes completing an application and submitting transcripts and any additional documents required by the college. The AIG Coordinator and school counselors provide guidance and support throughout the application process.

Eligibility Criteria for 9th & 10th Grade AIG Students
At NCCA, AIG-identified students in 9th grade (spring semester) and 10th grade may be considered for dual enrollment opportunities if they meet the following criteria:

-Identified as gifted in *both* reading *and* math
-Strong academic performance and motivation
-Principal recommendation
-Counselor recommendation
-Enrollment in an honors or AP-level course
-Class rank in the top 10% or subgroup top 10%

Students may also be asked to complete additional assessments—such as the CogAT or other readiness measures—to support

appropriate placement.

**Role of Counselors and AIG Staff**
Guidance counselors work closely with students to:

-Review academic history, interests, and goals
-Recommend appropriate AP or CCP courses
-Provide individualized support through the application and enrollment process

Counselors collaborate with the AIG Coordinator to ensure that eligible students are academically and emotionally prepared for the demands of college-level work. Recommendations are based on multiple factors, including academic data, teacher input, and parent feedback.

**Decision-Making and Placement Review**
School counselors work together with students to confirm that all eligibility requirements are met for dual enrollment. Final placement decisions are made by the community college pending approval by the high school principal, who reviews academic records, application materials, and input from counselors, teachers, and families.

**Ongoing Support and Transition Monitoring**
To help students succeed in dual enrollment and/or AP courses, guidance counselors provide:

-Ongoing academic check-ins and advising
-Social-emotional support and mentoring
-Access to resources such as tutoring and time management tools

Parents are encouraged to stay engaged throughout the process to support their child's success in advanced coursework, including regular communication with teachers and counselors.

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

**District Response**
NCCA supports early talent development by embedding enrichment opportunities within core K–3 instruction. Through project-based learning, inquiry-based tasks, and exploratory activities, students are encouraged to think critically, take initiative, and demonstrate creativity. These strategies aim to nurture advanced potential, especially in students who may not yet demonstrate traditional academic markers.
Early talent development is aligned with Leader in Me practices to foster foundational leadership, goal-setting, and self-efficacy. Social-emotional learning (SEL) is intentionally integrated to support identity development, curiosity, and confidence.

**Collaborative strategies include:**
-Teacher observations, anecdotal records, and checklists of gifted behaviors
-Co-planning between AIG staff and K–3 teachers to embed enrichment and advanced questioning
-Use of early learner work samples to identify strengths and areas for enrichment
-Focus on equity by recognizing strengths in underrepresented and underserved populations, including ML and 2e learners

These strategies help ensure early learners are supported, challenged, and recognized as potential candidates for future AIG identification.

* **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.

**District Response**
At NCCA, our K–12 talent development model supports students with high potential through intentional enrichment—even before formal AIG identification. In the early grades (K–3), all students engage in activities that build critical thinking, creativity, and leadership skills. Beginning in grade 4, students may be placed in Talent Pools based on teacher input, assessment data, and classroom observations.

These students receive services such as Socratic dialogue, design challenges, creative project work, and interest-based exploration. In grades 4–12, we provide targeted frontloading—strategic instruction designed to build background knowledge, vocabulary, and skills aligned with advanced coursework. This includes preparing students for the demands of honors, Advanced Placement (AP), Career & College Promise (CCP), and other rigorous pathways by introducing key concepts early and supporting readiness in specific content areas.

To ensure equitable access, we regularly review student data by groups—such as race, language background, and learning needs—to identify potential and provide purposeful support at all grade levels.

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

**District Response**
NCCA provides a wide range of enrichment and extracurricular opportunities to help gifted students grow their talents and explore their interests beyond regular school hours. These activities are designed to extend learning, inspire creativity, and strengthen leadership—all within a flexible virtual setting.

**Elementary School**
We offer fun and meaningful experiences that help young learners build leadership, creativity, and confidence:

Leader in Me Activities – Teach habits like responsibility, teamwork, and setting goals

Genius Hour / Passion Projects – Let students explore their favorite topics and share what they've learned

STEAM Challenges – Hands-on projects that blend science, technology, engineering, art, and math (e.g., building bridges or habitats, coding games)

Virtual Competitions – Activities that stretch thinking and boost vocabulary in a friendly format

**Middle School**
Middle school students have opportunities to grow as independent thinkers and apply their learning to real-world situations:

Leader in Me Activities – Reinforce personal and academic growth through habit-based learning

Virtual Clubs – Join interest-based groups like debate, coding, entrepreneurship, writing, or digital art

Project-Based Learning Units – Dive into big questions and work across subjects to solve real problems

Renzulli Learning – Explore interests and develop personalized study projects

Genius Hour / Passion Projects – Choose a topic to explore deeply and present findings creatively

National History Day or Science Fairs – Compete virtually with student-created projects evaluated by real audiences

Student Leadership Councils – Take part in school-wide leadership, planning, or peer mentoring

**Minecraft Education Edition**
Minecraft EDU gives students a fun, creative way to learn through building and problem-solving. It's used across grade levels to deepen learning beyond the traditional classroom.

**Academic Skill Building**
Builds STEM skills through coding, engineering, and hands-on math challenges

Sharpens thinking through design projects and interactive simulations

Boosts writing, communication, and collaboration with in-game journals and storytelling

**Real-World Learning Experiences**
Students take on real-world roles as they plan, build, and manage group projects. These experiences teach teamwork, project

management, and problem-solving as students explore topics like sustainability, architecture, and urban design.

**Social-Emotional Growth**
Creative and student-led projects help students build confidence, stay motivated, and develop important life skills. They practice goal setting and persistence while learning empathy and civic responsibility through real-world scenarios.

**Examples of Learning in Action**
Designing eco-friendly cities using renewable energy

Rebuilding historic landmarks to learn about culture and history

Coding smart systems using Redstone or MakeCode

Roleplaying jobs, economic systems, or social issues to better understand the world

**High School**
Older students are offered programs that focus on leadership, depth of study, and career readiness:

Leader in Me Activities – Continue building personal leadership and goal-setting skills

Internships and Virtual Job Shadowing – Connect with professionals through platforms like Nepris or school partnerships

Dual Enrollment / CCP Courses – Earn college credit while still in high school

TED-Style Talks or Podcasts – Create and share original content based on research or advocacy

Student-Led Workshops or Tutoring – Take on leadership roles by mentoring or teaching others

AI and Technology Labs – Explore coding, AI tools, ethics, and real-world tech solutions

**Cross-Grade Virtual Platforms and Events**
Virtual Talent Showcases – Celebrate student work in the arts, STEM, and leadership

Academic Competitions – Participate in online spelling bees, quiz bowls, or science leagues

Esports & Game-Based Learning – Compete and collaborate in Minecraft EDU, robotics, or coding teams

Book Talks and Author Visits – Join virtual discussions and connect with writers

**Student Voice and Celebration**
Student interest surveys help us match learners with activities that reflect their passions and goals. Each year, we host a virtual celebration to showcase student projects, performances, and achievements. These experiences help students build confidence, connect with peers, and grow their strengths—both in and out of the classroom.

*** Ideas for Strengthening the Standard**

Allow students help shape their learning. Consider offering interest-based clusters, choice boards, or student-led projects that align with their strengths and passions.

We may want to consider a simple visual, possibly a one pager, that could help families better understand what AIG looks like at different grade levels.

Use the NC Portrait of a Graduate as a bridge between AIG learning and real-world skills. Invite guest speakers, offer virtual job shadowing, or include career exploration units for middle and high school students.

We may want to consider creating a short transition toolkit or checklist for families of rising 6th and 9th graders, so they know what to expect and how AIG services will continue.

**Planned Sources of Evidence**

| | |
|---|---|
| * | AIG service logs, including enrichment and acceleration entries, help us show how students receive support across grade levels and subject areas. |
| * | Our AIG program schedule and enrichment menus provide examples of virtual enrichment opportunities and flexible groupings that give students real choice and challenge. |
| * | Family-facing materials like orientation slides, welcome guides, and communication logs demonstrate how we support smooth transitions and consistent services from one grade span to the next. |
| * | Communication samples and calendar invites show that we regularly share programming details with families and offer opportunities for involvement. |

**Documents**

| Type | Document Template | Document/Link |
|---|---|---|
| AIG Standard 2 Additional Resources | N/A | |

**North Carolina Cyber Academy (00A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

**Standard 3: Differentiated Curriculum and Instruction**

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

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

**District Response**

At NCCA, we adapt the NC Standard Course of Study (SCOS) through a multi-tiered approach that includes differentiated instruction in the general classroom, targeted enrichment groups, and individualized acceleration based on student performance and needs. Our virtual model supports flexible pacing, personalized learning paths, and strategic differentiation across all content areas to meet the academic and intellectual needs of advanced learners.

Differentiation strategies include curriculum compacting, independent study, enrichment activities, and acceleration, all aligned with student readiness, interests, and areas of gifted identification. The AIG Coordinator collaborates with general education teachers and PLCs to co-design lessons, provide planning support, and implement strategies that foster real-world application and deeper learning through interdisciplinary units.

Instructional tools like IXL and BrainPOP are integrated into instruction to support mastery, extend content depth, and align with the SCOS. BrainPOP's interactive videos, creative features (like Make-a-Movie and Creative Coding), and games allow advanced learners to engage with content at greater depth and independence. These tools also help identify and nurture gifted indicators such as advanced reasoning, creative problem-solving, and accelerated academic growth.

Professional development is provided regularly on differentiation, project-based learning, and technology integration to enhance instruction for gifted learners. Student performance data is reviewed throughout the year to ensure learning experiences remain rigorous, relevant, and responsive to student potential.

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

**District Response**
At NCCA, instruction is personalized to reflect each student's identified abilities, academic readiness, and interests. This approach is guided by data from Differentiated Education Plans (DEPs), formative assessments, student interest inventories, and teacher observations. DEPs, stored in ECATS, are based on students' areas of gifted identification (AR, AM, AG, IG, or AIG) and help inform instructional decisions and learning goals.

A range of evidence-based strategies is used to meet diverse learning needs. These include curriculum compacting, project-based learning, tiered assignments, flexible grouping, Socratic discussions, and independent study. Digital tools such as IXL provide adaptive ELA and math pathways that respond in real time to student performance—ensuring appropriate challenge, support, and review.

This personalized approach is embedded within an MTSS framework:

Tier 1: Differentiated instruction within core academic content
Tier 2: Small group enrichment or extension opportunities
Tier 3: Individualized acceleration and mentorship

The Leader in Me framework supports personalized learning by helping students build leadership skills, ownership, and self-direction. Tools like personal mission statements, goal-setting templates, and leadership notebooks are embedded into academic reflection and growth tracking.

Student interest inventories are used to guide enrichment programming, elective recommendations, and independent study opportunities. The AIG Coordinator works with teachers and teams to support instructional planning and ensure that differentiation strategies align with each student's evolving strengths and goals.

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

**District Response**
NCCA incorporates a wide range of evidence-based resources to address the academic, intellectual, and social-emotional development of gifted learners in a virtual setting.

**Academic and Intellectual Needs**
**IXL:** Personalized practice aligned to NC standards; students access accelerated content and mastery-based progression across ELA and math.

**NCDPI Office of Advanced Learning:** Learning Labs

**Additinal Resources** (provide depth, complexity, and interdisciplinary learning experiences)**:** Renzulli Learning, Khan Academy, CommonLit, Duolingo, Scratch, DreamBox, BreakoutEDU, WordMasters, MagicSchool AI, ThinkLaw, and Jacob's Ladder

**BrainPOP:** Engaging multimedia content, creative projects, and interactive tools such as Make-a-Movie, Creative Coding, and concept mapping support interdisciplinary learning, research skills, and content enrichment.

**Virtual library and research databases** (e.g., NCWiseOwl) to support interest-based exploration and independent inquiry.

**Social and Emotional Needs**
To address the SEL needs of gifted learners, NCCA integrates a tiered approach using digital wellness tools, reflective practices, and targeted counseling services. Supports include:

-Bibliotherapy and SEL book-based lessons curated specifically for gifted learners
-Virtual discussion circles and counseling sessions to build peer connection and self-awareness
-BrainPOP SEL Collection: Lessons on emotional regulation, empathy, growth mindset, and conflict resolution
-Small group weekly sessions with counselors that implement mindfulness and stress management
-Low-tech wellness strategies, including: Box breathing, mindful journaling, 5-4-3-2-1 grounding technique, and digital or physical gratitude walls

The Leader in Me curriculum is embedded across all grade levels to cultivate executive functioning, personal reflection, and emotional intelligence. Habits like "Seek First to Understand" and "Sharpen the Saw" support self-regulation, empathy, and leadership. Instructional staff receive professional learning on integrating these resources into core and enrichment instruction.

These supports are intentionally designed to help gifted learners adjust and adapt to the rigor of advanced coursework while feeling emotionally and socially supported. Looking ahead, this area also presents an opportunity to deepen collaboration with school counselors. Counselors may join AIG classes to co-facilitate targeted lessons on coping strategies specifically tailored for gifted learners. These lessons could also highlight how social-emotional learning extends beyond emotional regulation to include decision-making skills, confidence, integrity, and work ethic—all of which can be meaningfully embedded within classroom instruction and academic support.

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

**District Response**
NCCA fosters durable skills and mindsets aligned to the NC Portrait of a Graduate framework and integrates these into instruction through real-world tasks, interdisciplinary learning, and digital collaboration.

We promote:
-Adaptability through project-based learning and flexible online environments

-Collaboration via virtual team projects and discussion forums
-Communication through digital presentations, writing tasks, and debates
-Critical and Creative Thinking through coding, design challenges, and inquiry-based learning
-Empathy through literature circles, reflective discussions, and service-learning
-Learner's Mindset and Personal Responsibility through self-paced learning, academic goal setting, and student-led conferences

IXL supports this work by reinforcing perseverance, self-monitoring, and mastery learning. Students take ownership of their learning through diagnostic snapshots and growth goals.

Leader in Me strengthens student agency and leadership through tools like mission statements and personal goal trackers. These are embedded into both academic and SEL programming to develop essential life and leadership skills.

Minecraft Education is offered as a digital design elective, where students build creative worlds and solve challenges using coding, systems thinking, and collaboration. Prodigy is used in enrichment courses focused on strategic math exploration and game-based problem-solving. Minecraft EDU promotes curiosity, critical thinking, and creative expression in a format that aligns with student passions and deepens academic engagement.

We will be exploring various real-world enrichment opportunities such as Genius Hour, Model UN, National History Day, JA Inspire (Junior Achievement), and virtual internships to promote and help students apply durable skills in authentic contexts.

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

**District Response**
At NCCA, teachers use both formative and summative assessments to guide instruction and meet the needs of gifted learners. Formative assessments—such as discussion boards, digital journals, student reflections, exit tickets, and performance tasks—allow teachers to adjust pacing, content, and grouping in real time. Summative assessments, including i-Ready diagnostics, benchmark assessments, and standards-aligned projects, offer a broader view of student growth and readiness for enrichment or acceleration.

Online platforms like IXL and BrainPOP support this process by tracking progress and providing immediate feedback. IXL's analytics help teachers assign individualized skill paths or challenge tasks based on student mastery. BrainPOP's creative tools—like Make-a-Movie and Creative Coding—allow students to demonstrate their understanding in innovative ways that go beyond traditional testing.

Together, these ongoing assessments help teachers compact curriculum, provide tiered assignments, and offer enrichment opportunities to ensure students are consistently challenged at their level.

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

**District Response**

Collaboration across departments is a key feature of how NCCA supports differentiated instruction for AIG students. AIG teachers, classroom instructors, EC staff, ML specialists, school counselors, and instructional coaches regularly work together to meet individual student needs. These collaborations occur during team meetings, PLCs, and Student Support Team discussions to ensure services are inclusive and aligned.

Teachers receive support from the AIG Coordinator when designing enrichment paths, modifying curriculum, or implementing personalized strategies. For multilingual and twice-exceptional learners, collaboration with EC/ML specialists ensures that both strengths and additional needs are addressed. Counselors are also invited to co-facilitate social-emotional lessons designed specifically for gifted learners, contributing to a whole-child approach that blends academic challenge with personal growth.

*** Ideas for Strengthening the Standard**

To strengthen differentiation, we can give students the chance to apply advanced skills through cross-curricular or real-world projects. This helps gifted learners connect what they're learning to big-picture ideas.

Add an "early finishers" or enrichment option menuto help teachers have ready-to-go options for when students finish early or need an extra challenge.

We need to consider highlighting how differentiation supports ML and 2E learners and clarify how scaffolding, choice, and flexible pacing work hand-in-hand to support gifted students who are multilingual or twice-exceptional.

**Planned Sources of Evidence**

| | |
|---|---|
| * | We collect examples of differentiated lessons and compacted units that show how teachers adapt instruction using tools like IXL, Prodigy, and enrichment tasks. |
| * | Sample DEPs with personalized learning goals demonstrate how we plan services and support around student readiness, interests, and areas of identification. |
| * | Student work samples from advanced tasks, choice boards, or independent study projects provide evidence of depth, creativity, and critical thinking beyond grade-level standards. |
| * | Teacher PD materials-such as slide decks from AIG-focused sessions-show how staff are trained to use differentiation strategies in a virtual setting. |
| * | Virtual enrichment menus or extension activity boards support teachers by offering ready-to-use options when students finish early or need additional challenge. |

**Documents**

| Type | Document Template | Document/Link |
|---|---|---|

| | |
|---|---|
| AIG Standard 3 Additional Resources | N/A |

**North Carolina Cyber Academy (00A) 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.

**District Response**
NCCA employs an AIG-licensed educator to serve as the AIG Coordinator.
Job responsibilities include but are not limited to:

-Providing leadership, supervision, and decision-making for the AIG program
-Writing and revising the AIG plan
-Maintaining accurate student records
-Monitoring the implementation of all AIG services
-Monitoring and directing AIG assessment requirements
-Overseeing the referral, screening, and identification processes
-Coordinating activities relating to AIG services and programming
-Reviewing educational research to promote best practices for gifted learners
-Providing ongoing professional development to educators and support staff

* **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.

**District Response**
The AIG Coordinator at NCCA engages in a variety of leadership and support roles designed to meet the needs of gifted students and staff.
Responsibilities include:

-Supporting teachers in the virtual setting through planning, coaching, and modeling
-Collaborating with principals to assess AIG-related school needs

-Providing staff development opportunities across grade levels
-Leading the development and implementation of differentiated curriculum
-Ensuring alignment and accountability in AIG service delivery
-Developing and revising AIG protocol and guidelines
-Serving as a liaison between the AIG program and NCDPI
-Representing the program at local, regional, and state meetings
-Maintaining accurate records of AIG student data and compliance documentation
-Facilitating grade-level planning and differentiation
-Attending ongoing professional learning and staying informed on current research
-Consulting with counselors and support staff to address social-emotional needs
-Managing the AIG budget and resources

* **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.

**District Response**
NCCA prioritizes continuous professional development for all staff involved in AIG services. The AIG Coordinator and Student Services Officer organize professional development tailored to each stakeholder group:

**Classroom Teachers**
-Characteristics of gifted learners
-Identification and referral procedures
-Screening and assessment
-Addressing social-emotional needs
-Curriculum differentiation
-Best practices in co-teaching
-Use of DEPs

**Instructional Specialists**
-Curriculum differentiation
-Co-teaching strategies
-DEP development

**Student Services Personnel**
-Data analysis for screening
-Use of ECATS/DEP tools
-Enrichment/acceleration strategies

**School Administrators**
-Understanding service delivery models
-Role in the referral and identification process

Professional development is delivered through district sessions, virtual recordings, and on-demand coaching.

* **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**
At NCCA, AIG students are placed with general education teachers who hold an AIG add-on license whenever possible. When an AIG-licensed teacher is not available, placement is based on the teacher's strengths and experience, and the AIG Coordinator provides ongoing co-teaching, consultation, and planning support to ensure high-quality differentiated instruction.

All general education teachers who serve AIG students participate in annual AIG-focused professional development aligned to state and local expectations. These sessions strengthen teacher capacity to recognize and respond to the needs of gifted learners, including those who are twice-exceptional or multilingual.

School leadership actively encourages and supports teachers in pursuing AIG licensure, and student placements are reviewed regularly to ensure instruction remains aligned with both student needs and LEA expectations for service delivery.

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

**District Response**
NCCA is committed to building a diverse and highly qualified team of AIG educators. Recruitment and retention strategies include:

-Monitoring AIG caseloads to assess staffing needs
-Encouraging teachers to pursue AIG licensure
-Partnering with universities, neighboring districts, and professional organizations
-Advertising vacancies broadly and targeting candidates with unique and diverse experiences
-Offering professional development and mentoring to support retention
-Actively seeking educators from underrepresented backgrounds who can enrich the learning experience for all students

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

**District Response**
The AIG Coordinator and NCCA's Social Emotional Learning and Equity team work collaboratively to design professional learning opportunities aimed at increasing equity in gifted education. These sessions focus on:

**For Teachers:**
Recognizing underrepresentation and identifying potential across student groups
Differentiating to meet the diverse needs of gifted students

**For Administrators and Student Support Teams:**
Creating inclusive grouping and service structures
Evaluating how access and expectations shape student opportunity

**Ongoing professional development incorporates tools and guidance from NCDPI including:**
*Call to Action*
*Critical Actions to Reach and Teach 2e Students*
*Strategies for Multilingual Learners*
*Gifted Education within an MTSS Framework*

* **Practice G**
Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education with opportunities to refine applications of professional learning.

**District Response**
All professional development at NCCA is aligned to the school's strategic plan. The AIG Coordinator partners with district leaders and stakeholders to:

-Provide "AIG 101" sessions introducing characteristics, needs, and instructional practices for gifted students
-Create point-of-need training and recorded PD modules to meet the needs of general educators
-Offer coaching and co-planning support to strengthen instructional practices
-Participate in district-level planning to ensure the gifted lens is represented in broader PD initiatives
-Encourage cross-district collaboration and promote resources such as NCDPI "AIG Booster Shots"

Structures like PLCs, teacher workdays, and embedded coaching are used to support transfer and reflection. Training is designed to build capacity and ensure AIG services are effectively integrated into school and district goals, including MTSS implementation.

*** Ideas for Strengthening the Standard**

I'd like to create short, "bite-sized" targeted PD modules focused on gifted strategies in a virtual setting. Offering short, focused trainings (15–20 minutes) on topics like compacting, tiered assignments, or recognizing giftedness in 2E students may help teachers to be more intentional about using the strategies.

Offer AIG-specific training for support staff can strengthen collaboration across teams.

I would like to see us embed AIG topics into existing PLCs (instead of always hosting separate sessions) to make it easier for

teachers to connect differentiation strategies to their content area.

Explore ways to offer PD credit for AIG-related learning (CEUs or certificates).

Update the the AIG Canvas page to include a one-pager that outlines key characteristics of gifted learners, referral tips, resources and ways to provide challenge in a virtual classroom could be a helpful go-to resource.

**Planned Sources of Evidence**

| | |
|---|---|
| * | PD sign-in sheets and agendas from AIG trainings show that teachers and staff receive support in identifying and serving gifted learners across all settings. |
| * | PLC meeting notes with AIG discussion points demonstrate how gifted strategies are embedded into ongoing planning and collaboration across grade levels. |
| * | Training materials shared with support staff-like counselors and EC/ML specialists-highlight how we build shared responsibility for gifted learners across roles. |
| * | Short teacher reflection forms or feedback surveys allow us to adjust future PD based on what teachers find most helpful or still need support with. |
| * | Our AIG Quick Guide or tip sheet provides teachers with a one-page reference for spotting gifted traits, providing virtual enrichment, and referring students for screening. |

**Documents**

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

**Standard 5: Partnerships**

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

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

- academic and intellectual
- social and emotional.

**Disrict Response**
NCCA develops intentional, two-way partnerships with parents/guardians to support both the academic and intellectual and the social and emotional needs of AIG students. These partnerships are cultivated through consistent communication, inclusive practices, shared decision-making, and family engagement.

**Academic and Intellectual Support**
Parent/Student Informational Sessions:
Overview of identification, services, and enrichment opportunities

Parent Series Workshops:
Topics such as differentiation, challenge at home, and gifted learner characteristics

Digital Resources:
Downloadable flyers, referral guides, and enrichment ideas available in English and Spanish

Ongoing Feedback:
Parent surveys help guide course offerings, enrichment activities, and updates to the local AIG Plan

Curriculum Alignment:
Programming aligns with the NC Standard Course of Study and is shaped by student and family input

**Social and Emotional Support**
Leader in Me Framework:
Promotes leadership, goal-setting, and reflective thinking, using shared tools like mission statements and leadership notebooks

Parent-to-Parent Opportunities:
Builds community through informal mentoring and connections

Family Engagement Events:
Encourage shared responsibility in student growth and success

Parent Involvement in Enrichment:
Guest speakers, career exposure, volunteer coaching, and student service learning

Collaboration with EC, ML, and Family Engagement Teams:
Ensures support is inclusive and meets diverse family needs

These strategies not only keep families informed but empower them as partners in their child's growth. Family contributions strengthen advocacy, engagement, and leadership—key components in supporting gifted learners' full potential.

* **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.

**District Response**
As a virtual public school serving students across North Carolina, NCCA partners with a wide range of community stakeholders to enhance and support gifted education services. These partners include local businesses, community colleges, universities, regional hospitals, and industry leaders such as NASCAR. Institutions like Duke University, High Point University, the University of North Carolina system, and NC State University contribute to program development and enrich student experiences across grade spans.

Partnerships support student learning through job shadowing, STEAM experiences, online courses, mentorships, and enrichment opportunities that align with the NC Standard Course of Study and individual student interests. Community partners also help sponsor competitions and clubs, provide guest speakers, and offer professional development for staff. These collaborations help ensure students have access to real-world connections, advanced learning experiences, and personalized pathways aligned with their strengths.

* **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.

**District Response**
The NCCA AIG program is supported by an AIG Advisory Council made up of parents, teachers, school leadership and the AIG Coordinator. This group meets regularlytwice a year to review the local AIG Plan, monitor its implementation, and analyze student

achievement and growth data to evaluate the effectiveness of services.

Feedback from the council helps shape decisions related to enrichment offerings, service delivery, and stakeholder communication. Their input also supports revisions to the AIG Plan to ensure it remains responsive to student needs.

Intentional efforts are made to include diverse perspectives by reaching out to families from a variety of cultural, linguistic, and socioeconomic backgrounds. This collaborative approach helps ensure the AIG program reflects and serves the full range of learners across our statewide virtual school.

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

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

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

**District Response**
NCCA uses a variety of communication tools to keep families, students, and the broader community informed about gifted education services. These tools provide ongoing access to important information about the Local AIG Plan, identification procedures, available services, and ways to access advanced learning opportunities across all grade levels.

The Local AIG Plan is published on the NCCA website, along with a family-friendly digital presentation that outlines our approach and available services. Throughout the year, families receive timely updates through ParentSquare announcements, newsletters, email communications, and virtual parent meetings. These updates cover key topics such as screening timelines, service options, and strategies for supporting gifted learners at home.

**To make communication more personal and accessible:**

-Families of identified students receive Differentiated Education Plans (DEPs), developed in collaboration with parents and updated annually.
-Progress reports are shared periodically to keep families informed of their child’s growth in AIG services.
-The AIG Coordinator provides individualized outreach to answer questions, explain identification decisions, and support families throughout the process.

We also offer clear pathways for students to access advanced learning opportunities such as:

-Advanced Placement (AP) courses
-Career & College Promise (CCP) dual enrollment
-Academic competitions
-Virtual enrichment events

To ensure communication is ongoing and inclusive:

-Virtual information sessions are held throughout the year and recorded for families unable to attend live.
-Translation services and multilingual materials ensure accessibility for non-English-speaking families.
-Teachers, counselors, and staff receive regular training on how to communicate effectively about AIG services and referral processes.
-A Parent Advisory Board offers family input into AIG program planning and improvement, supported by beginning and end-of-year surveys.

By combining digital tools, personal outreach, and inclusive strategies, NCCA ensures that communication about gifted education is continuous, accessible, and responsive to the needs of our diverse virtual community.

*** Ideas for Strengthening the Standard**

Offer family workshops or virtual information sessions focused on gifted education. The topics might include supporting gifted learners at home, understanding the identification process, or navigating enrichment opportunities can build trust and engagement.

Share AIG resources in a family-friendly hub such as Canvas and/or the school website. The resources would include guides, FAQs, and enrichment ideas that families can access anytime. I would like to set up our AIG website so that it includes downloadable forms, timelines, and guides—available in English and Spanish.

Connect students with community enrichment or leadership opportunities such as local/state art contest, virtual career panels, or leadership challenge. The goal would be to connect students to outside opportunities to builds confidence and real-world skills.

**Planned Sources of Evidence**

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| * | We use Parent Advisory Board materials, including interest forms and meeting notes, to show how families are actively involved in shaping the AIG program and providing input on services and decisions. |
| * | Family communication samples like newsletters, AIG emails, and website updates help keep families informed about identification, services, enrichment opportunities, and ways to get involved. |
| * | Slides and flyers from AIG parent workshops or info nights are used to support families in understanding the referral process, gifted characteristics, and how to support their child at home. |

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| * | Examples of student participation in contests, guest speaker sessions, or virtual community events highlight how we connect AIG learners with real-world enrichment and leadership experiences. |
| * | We collect family and stakeholder feedback through surveys and open-ended forms to give families a voice and use their input to guide program improvement. |

**Documents**

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

**North Carolina Cyber Academy (00A) 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.

**District Response**

NCCA is dedicated to ensuring program accountability through the implementation, monitoring, and evaluation of our local AIG plan. In accordance with Article 9B (N.C.G.S. 115C-150.5-.8), the plan will be revised every three years and submitted to the NC Department of Public Instruction (DPI) and State Board of Education (SBE) for review and feedback following approval by the NCCA Board of Directors.

The AIG Coordinator, in collaboration with the Director of Curriculum and Instruction, will lead a comprehensive evaluation of the AIG program by analyzing multiple data points, including student growth data, DEP reviews, teacher feedback, and family surveys. This information will be reviewed annually and used to inform service delivery and programming effectiveness.

To support this work, NCCA has established an AIG Advisory Team composed of educators, administrators, and family members to guide the evaluation and planning process. The team will meet semi-annually to review data trends, identify implementation strengths and challenges, and offer recommendations for improvement.

As part of its comprehensive evaluation process, NCCA also incorporates student reflection and goal-setting components aligned with the Leader in Me framework. The habits and leadership language taught through Leader in Me are reviewed as part of stakeholder surveys and focus groups, offering insight into students' self-perception, resilience, and leadership growth. These social-emotional measures are used alongside academic data to ensure the AIG Plan supports the whole child and reflects the skills needed for gifted learners to thrive.

A key component of the review process will include the use of the NCDPI AIG Self-Assessment Tool to align with statewide best practices. Updates to the plan will be communicated to stakeholders through the school website, board meetings, and family engagement events.

Through this ongoing reflection, collaboration, and data-informed practice, NCCA aims to deliver an AIG program that evolves with the needs of its gifted learners and reflects the values and priorities of the broader school community.

* **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**
NCCA is committed to ensuring fidelity in the implementation of its AIG Plan by continuously monitoring programs and services in accordance with current legislation and state policies. To ensure that what is documented in the Local AIG Plan is reflected in daily practice, the district will engage in structured, ongoing monitoring at multiple levels.

**Monitoring Systems and Tools**
The AIG Coordinator will use multiple data sources and tools to monitor program implementation, including:

-Annual AIG records audits for accuracy, compliance, and service alignment
-Classroom observations with a focus on differentiation, grouping, and enrichment strategies
-Stakeholder feedback through annual surveys for parents, students, and teachers

Review of student performance and growth data (iReady, EOGs, EVAAS)

Implementation reviews will occur at key points in the year (beginning, mid-year, end-of-year), allowing for timely identification of successes, gaps, or areas for adjustment.

**Roles and Responsibilities**
**AIG Coordinator**
Oversees plan implementation, gathers data, consults with teachers and administrators, and compiles quarterly reports.

**School Administrators**
Support implementation at the site level by ensuring teachers have access to DEPs, scheduling intervention or enrichment time, and collaborating with the AIG Coordinator on personnel needs.

**Classroom Teachers**
Responsible for delivering differentiated instruction, implementing services noted in DEPs, and communicating with families.

**Support Staff (Counselors, EC, ML)**
Collaborate in supporting twice-exceptional and multilingual learners as outlined in their individualized plans.

**Communication and Reporting Structures**
-Progress on AIG plan implementation will be shared with:
-NCCA Leadership Team during quarterly meetings
-AIG Advisory Committee during annual review sessions
-Board of Directors through an annual report on AIG program outcomes

-Families and school staff via newsletters, website updates, and parent information nights

**Review and Mid-Cycle Adjustments**
NCCA will conduct a mid-cycle review of the AIG Plan to assess whether changes in local context, legislation, or student needs require updates. This review will be informed by implementation data, survey feedback, and monitoring reports. Any revisions will be approved by the Board and communicated to all stakeholders.

By establishing this structured, transparent process for implementation monitoring, NCCA ensures that the AIG Plan is not only a guiding document, but a living plan that translates into meaningful, equitable services for gifted learners.

* **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**
NCCA is committed to responsible and strategic use of state-allotted and local funds to support the implementation of its Local AIG Plan. The AIG budget is developed with a focus on ensuring alignment with program goals, student needs, and the continuous improvement of services for gifted learners.Budget Planning and Alignment
The Director of Curriculum and Instruction and the AIG Coordinator collaborate with the district Finance Officer to develop an annual AIG budget that reflects the priorities outlined in the Local AIG Plan.

**Budget planning includes:**
-Reviewing student needs and stakeholder input
-Prioritizing expenditures that enhance instruction, identification, enrichment, and professional learning
-Ensuring all expenditures meet state guidelines as outlined in the NC Allotment Policy Manual

**Budget items may include:**
-AIG-specific curriculum and instructional materials
-Professional development opportunities for AIG and general education teachers
-Enrichment resources and virtual learning platforms
-Testing materials and identification tools
-Guest speakers, field experiences, and academic competitions

**Monitoring and Accountability**

**The AIG Coordinator and Director of Curriculum and Instruction will monitor the 034 budget code at the beginning, middle and end of the school year. They will collaborate with the Finance Officer to ensure expenditures are:**
-Coded correctly and in alignment with allowable use of funds
-Documented for transparency and audit purposes

-Strategically adjusted throughout the year as needs evolve

Budget reports are reviewed quarterly with the Director of Curriculum and Instruction and shared as needed with district leadership to maintain alignment with program goals.

**Supplemental Funding and Resource Maximization**
NCCA actively seeks additional funding streams, including local resources, Title funds, and grant opportunities, to expand services for AIG students. The district explores partnerships with community organizations and businesses to support mentorships, competitions, and enrichment programs.

Through regular review, collaboration, and alignment to the Local AIG Plan, NCCA ensures that all budgeted resources contribute meaningfully to student growth, staff capacity, and equitable access to gifted education.

* **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.

**District Response**
At NCCA, student achievement and growth data is regularly analyzed to ensure gifted learners are making appropriate progress and to guide instructional decisions, policy development, and service delivery. Data is disaggregated by subgroups—including the AIG population—to identify trends and ensure equity and excellence.

**Monitoring Student Achievement & Growth**
Student achievement and growth are monitored through multiple sources including:

-End-of-Grade (EOG) and End-of-Course (EOC) assessments
-EVAAS growth projections and reports
-Benchmark data from i-Ready, NC Check-Ins, and local formative assessments
-Student performance in AP, Honors, and Dual Enrollment courses

This data is reviewed at the school and district level. The Director of Data and Accountability, the AIG Coordinator, and the school leadership team will collaborate to disaggregate AIG student data and identify performance trends across demographics, including culturally and linguistically diverse learners, twice-exceptional students, and economically disadvantaged students.

Qualitative data related to student leadership, self-efficacy, and social-emotional development—core tenets of the Leader in Me model—are gathered through student reflections, classroom portfolios, and counselor check-ins. These data points help identify patterns not only in achievement but also in emotional engagement and confidence, allowing the AIG team to offer more holistic and individualized services.

**Dropout Prevention and Early Warning**
Drop-out data for AIG students is reviewed annually by the Director of Data and Accountability and NCCA's leadership team. The AIG Coordinator monitors early warning indicators such as:

-Attendance
-Course progress and grades
-Student behavior and engagement levels

At-risk reports generated from the online learning platform and MTSS teams are reviewed quarterly to flag AIG students in need of additional support. When AIG students are identified as at-risk or have withdrawn from NCCA, follow-up interviews or surveys are used (when possible) to gather insight into potential gaps in support or programming. At-Risk AIG students are offered one on one support by the AIG Coordinator as well as other staff who may be able to assist the student. The AIG Coordinator will continue to monitor the students progress and need for support.

The AIG elementary teacher will monitor the progress of the AIG elementary students. The teacher will collaborate with the classroom teacher to offer support for those students who are struggling.

Any AIG student in grades 6–8 who is performing below 70% in one or more classes will receive a message from the AIG Coordinator. The message will include a Google Form where the student can share whether they need help with organization, time management, feeling overwhelmed, or other challenges that may be affecting their performance.

Based on the student's response, the AIG Coordinator will schedule a one-on-one meeting to offer personalized support. This support will continue on an ongoing basis until the student shows improvement.

AIG students who are in grades 9-12 will also be monitored. The AIG Coordinator will reach out to the appropriate high school staff to determine how to best support the student.

**Using Data to Inform Practice and Policy**
AIG data is shared with:

-MTSS teams for service planning and interventions
-School improvement teams to align goals with AIG student needs
-Teachers, via PLCs and coaching sessions, to tailor instruction and enrich learning for AIG students
-The AIG Advisory Team and district leadership for program monitoring and accountability

Trend data is used to shift mindsets, refine services, and inform policies aimed at addressing underrepresentation, improving outcomes, and supporting holistic development for AIG students.

Annual reviews of program effectiveness, supported by these data, contribute to updates to the Local AIG Plan and mid-cycle adjustments as needed.

* **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.

**District Response**
NCCA is committed to ensuring equitable access to gifted services for all students, including those from underrepresented populations such as students of color, multilingual learners, economically disadvantaged students, and those with exceptionalities. To monitor and maintain equity in our AIG program, a system of data collection and analysis has been established across the referral, identification, service delivery, and retention processes.

**Data Collection and Monitoring System**
The AIG Coordinator along with school leadership will oversee the quarterly collection and review of AIG program data, which includes:

-Referral rates by race, ethnicity, socioeconomic status, and language background
-Identification trends disaggregated by demographic categories and identification area (AR, AM, AG, IG, AIG)
-Service participation (e.g., enrichment, acceleration, dual enrollment, AP)
-Retention rates of students in AIG programming over time, especially across transitions (e.g., elementary to middle school)

These data are compiled using internal PowerSchool reports, including the “AIG Totals by Identification Area, Race, and Sex in LEA,” along with ECATS, EVAAS, and student achievement platforms such as i-Ready and EOG/EOC assessments.

**Procedures for Analyzing Disproportionality**
Disaggregated data is reviewed each semester by the AIG Coordinator in collaboration with:

-School counselors
-General education and AIG teachers
-MTSS teams
-EC and Multilingual Learner (ML) department

This team reviews:
-Disproportionality in referral and identification pipelines
-Enrollment in advanced academic courses (e.g., Honors, AP, dual enrollment)
-Retention trends and requests for withdrawal from AIG services
-Access to specialized opportunities (e.g., mentorships, competitions, internships)

When patterns of underrepresentation or disproportionality are identified, NCCA uses this analysis to revise screening practices, provide additional talent development support, and adjust outreach to families and staff.

**Continuous Improvement for Equity**
As part of the ongoing program evaluation, NCCA will:

-Share trends and analysis with district leadership and stakeholders annually
-Train teachers and staff on culturally responsive identification practices
-Use data findings to guide policy refinement and strengthen access points for all students

A student's exit from AIG services requires parent consent or a documented decision by the principal due to sustained academic or social-emotional concerns, always preceded by a collaborative discussion with the family. This ensures that removal from services is rare, data-informed, and equitably applied.

* **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.

**District Response**
The Human Resources Department at NCCA maintains comprehensive licensure and credential records for all instructional staff, including those who directly or indirectly serve AIG students. These records are updated regularly and include details regarding AIG licensure, AIG add-on certifications, and participation in AIG-specific professional development opportunities.

As part of professional development planning, NCCA encourages AIG and general education teachers to receive training in Leader in Me strategies. This builds staff capacity to reinforce leadership habits, student agency, and self-directed learning—key skills for gifted students. Professional growth in this area complements AIG licensure and ensures instructional alignment with the social-emotional needs of high-ability learners.

During this plan cycle, the AIG Coordinator will collaborate with Human Resources to analyze licensure data and align personnel assignments with the goals outlined in the Local AIG Plan. This includes identifying staff who currently hold AIG licensure, those in the process of earning credentials, and teachers who meet local professional development criteria for serving gifted learners.

**In collaboration with school administrators, this information will be used to:**
-Support the strategic placement of AIG students with appropriately credentialed educators
-Guide hiring decisions for new staff who will serve gifted students
-Inform and prioritize AIG-specific professional development needs across grade levels and subject areas.

This process ensures that staffing and instructional support decisions are intentional and grounded in data, promoting program fidelity and equitable access to high-quality instruction for all gifted learners.

* **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.

**District Response**
At NCCA, we believe the continuous improvement of the AIG program relies on gathering and responding to regular, meaningful input from a wide range of stakeholders, including students, parents/guardians, teachers, administrators, counselors, and community members. Each year, a formal survey is administered to assess perceptions of program effectiveness, equity of services, and areas for growth. Aligned with the AIG self-assessment tool, survey results are disaggregated by school, grade span, and respondent group to identify trends and guide revisions.

As part of this process, the survey includes questions about the implementation of Leader in Me strategies and their impact on student outcomes. Respondents reflect on leadership habits, personal goal-setting, and student motivation—providing valuable insights into how these whole-child development strategies complement AIG services. This feedback informs adjustments to ensure alignment between the academic, social, and emotional supports gifted learners receive.

In addition, the AIG Coordinator facilitates student focus groups annually to gather first-hand perspectives on service delivery, challenge levels, and social-emotional supports. Teacher and counselor input is collected through existing collaborative structures, including PLCs, MTSS meetings, and staff meetings, where AIG practices are discussed and monitored.

Feedback is documented through shared logs and reviewed each semester by the AIG Coordinator in collaboration with school leaders and the Director of Student Support Services. Key findings are communicated back to stakeholders, and resulting adjustments are reflected in updates to DEPs, enrichment services, or professional development offerings.

Through this multi-faceted approach, NCCA ensures that feedback directly shapes the growth of our AIG program and supports a culture of responsiveness and improvement.

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

**District Response**
NCCA is committed to transparency and collaboration in the evaluation and continuous improvement of its AIG program. To ensure that all stakeholders are informed and engaged, the district shares AIG program evaluation data through multiple methods tailored to each audience.

At the school and district level, program evaluation results are shared during leadership meetings, staff PLCs, and department-level discussions. These sessions allow for collaborative reflection on data and help guide decisions related to instruction, student support, and future programming.

For parents, guardians, and families, data is shared through the school website, newsletters and parent meetings.All materials are made available in accessible formats and in languages represented in the school community.

Students receive feedback and updates in age-appropriate formats, including class meetings and student leadership groups. These forums allow students to see how their input is valued and how services are improving based on feedback.

To protect confidentiality, no individual student or respondent data is shared publicly. FERPA guidelines are strictly followed, and only aggregated data is presented in shared documents and reports. Feedback from stakeholder surveys and focus groups is anonymized to maintain privacy while still highlighting key themes and areas for improvement.

Through these layered communication efforts, NCCA ensures that all voices are acknowledged and that the broader community remains a collaborative partner in gifted education.

* **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.

**District Response**
NCCA safeguards the rights of all AIG students and their families through clearly documented policies and procedures related to identification, service placement, reassessment, student transfers, and dispute resolution. These processes are outlined in the Local AIG Plan and aligned with Article 9B of NC legislation.

**Informed Consent for Identification**
NCCA values families as essential partners in the gifted screening and identification process. Parents and guardians are informed at every step—from initial referrals to testing and final decisions. They receive clear information outlining how students are referred, the types of assessments used, and the criteria considered for identification. Aptitude assessments, such as the NNAT3 and CogAT, follow an opt-out model, meaning all students are included unless a parent or guardian chooses to decline participation. Families are notified in advance and retain the right to opt out.
To ensure equitable access and understanding, all AIG-related communication—such as referral forms, assessment notices, and policy documentation—is made available in the family's primary language whenever possible. Interpreter services, translated materials, and culturally responsive outreach are provided to help all families fully understand their rights and the identification process. Testing results are shared confidentially, whether or not the student qualifies for services. Families whose child does not qualify receive written notification and may request a follow-up meeting with the AIG Coordinator.

**Informed Consent for Placement**
When a student is identified for AIG services, families are provided with written notification explaining the eligibility decision and outlining available service options. Formal placement requires written parent/guardian consent before services begin. Families have the opportunity to review the proposed services, ask questions, and discuss the plan with the AIG Coordinator or school staff to ensure it meets their child's needs. For eligible students, a placement meeting is scheduled to review the assessment results and collaboratively develop a Differentiated Education Plan (DEP).
All records related to identification, placement, and services are securely stored in a digital AIG folder. A copy of these records is available to families upon request. If a student transfers from NCCA to another school, the folder is marked inactive, and records

may be shared with the receiving school to support continuity of gifted services.

**Reassessment Procedures**
-Reassessment is used to:
-Add services to a student's DEP
-Re-evaluate previous placement when appropriate

**Procedures**
-Students tested within the current school year may undergo additional testing without repeating the referral form, with continued parental consent.
-Students tested in a prior year must follow the full referral process. Reassessment will occur no more than once annually unless compelling academic need exists.
Alternative assessments may be used to ensure equitable access to services, especially for underrepresented populations.

**Transfer Students from Other PSUs**
NCCA honors AIG identification from other North Carolina LEAs and out-of-state districts under the Interstate Compact on Educational Opportunity for Military Children.
Transferring students will:

-Retain their gifted identification
-Begin services immediately
-Have their previous records reviewed for alignment with local criteria

If additional data is needed to align services, further screening may be conducted with parent/guardian permission. No student will be "de-gifted" upon transfer. Parents may request a review or reassessment at any time.

**Withdrawal and Retention**
Withdrawal from AIG services may only occur:

-At parent request
-At the principal's recommendation following sustained academic decline, with prior consultation with the family

Students remain in the program unless a formal exit process is followed.

NCCA has forms for identification and placement as well as a policy for transfer students. Students transferring from other LEAs that have been officially identified as gifted will be placed in the NCAA gifted program. Students may be reassessed at any time throughout their school career.

The following forms are used for reassessment:

**Student Referral**
A student referral form is used by any stakeholder that wishes to nominate a student for AIG testing. The form collects demographic and academic data.

**Screening Profile**
A screening profile sheet is used to collect important student testing data and is kept in the student's AIG folder as well as housed in Infinite Campus.

**Parent Notification**
A parent notification letter is used to inform parents/guardians on the results of AIG screening/testing. The letter also informs parents/guardians of AIG placement.

**Procedures to Resolve Disagreements**
**Step I - School Based Conference**
If a parent/guardian is not satisfied with the student's AIG eligibility results or with the AIG services offered, within 5 school days of receiving the student's AIG eligibility results, the parent/guardian may make a written request that provides the details of their grievance to the AIG Coordinator to schedule a conference.
The AIG Coordinator shall schedule a conference with the parent/guardian, the AIG Coordinator, and the Principal or Principal's designee within 5 school days of receiving the written request. The AIG Coordinator and the Principal or Principal's designee shall use the following factors to evaluate the parent/guardian's grievance: 1)
Within 3 school days of the scheduled conference, the Principal or Principal's designee shall provide written notice to the parent/guardian of the decision to uphold or to overturn NCCA's decision on eligibility or the AIG services offered. The Principal or Principal's designee shall provide a written summary of the meeting including the factors used to determine the Principal or Principal's final decision. If the grievance is not resolved at Step I, the parent/guardian may proceed to Step II.

**Step II - Appeal to the Student Services Officer**
Parents/guardians may appeal the Step I decision in writing to the Student Services Division Officer within 5 school days of receiving the Step I decision. The Step I appeal must allege that the school did not comply with the AIG process, did not comply with the AIG appeal process, did not comply with other laws or applicable policies, or was biased or unlawfully discriminatory.
Within 5 school days of receipt of the appeal, the Student Services Division Officer shall hold a conference with the parent/guardian to review the grievance. The purpose of the Step II conference will be for the Student Services Officer to evaluate the parent/guardian's claim that the school did not did not comply with the AIG process, did not comply with the AIG appeal process, did not comply with other laws or applicable policies, or was biased or unlawfully discriminatory.
The Student Services Officer will provide a written summary of the appeal and the Step II decision to the parent/guardian, the Principal, and the AIG Coordinator, within 10 school days of the Step II conference.
If the grievance is not resolved at Step II, then the parent/guardian may proceed to Step III.

**Step III Appeal to the Superintendent**

Parents/guardians may appeal the decision of the Student Services Division Officer to the Superintendent within 5 school days of receiving the Step II decision.
Within 10 school days of receipt of the appeal, the Superintendent shall review all documentation from each step of the grievance process and make a determination to uphold or overturn the Step II decision. If in the Superintendent's review of all of the documentation, the Superintendent finds that there is substantial evidence to support each factor considered in the Step II decision, the Superintendent shall uphold the Step II decision. If the Superintendent finds that there is not substantial evidence to support each factor considered in the Step II decision, the Superintendent shall overturn the Step II decision. The Superintendent shall provide written notice of the decision with the supporting rationale for the decision to the parent/guardian, the principal, the AIG Coordinator, and the Student Services Officer within 10 school days of receiving the appeal.

If the parent/guardian is not satisfied with the Step III decision, the parent/guardian may proceed to Step IV

**Step IV: State Level Grievance**
If the parent/guardian disagrees with the decision of the Superintendent, the parent/guardian may file a petition for a contested case hearing consistent with Article 3 of Chapter 150B of the North Carolina General Statutes, the Administrative Procedures Act, of North Carolina. The issues for review shall be limited to:

1. Whether the local system improperly failed to identify the student as eligible for services within its gifted education program.

2. Whether the local system implemented and provided those services specified within the differentiated gifted education plan.
Following the hearing, the administrative law judge shall serve the final decision. The administrative law judge shall give a copy of written findings and the decision to the parties and to the State Superintendent of Public Instruction. Attorney's fees are not available to parents in the event they prevail in a due process hearing.

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| Process | Procedure |
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| Informed consent for identification | * NCCA values families as essential partners in the gifted screening and identification process. Parents and guardians are informed at every step—from initial referrals to testing and final decisions. They receive clear information outlining how students are referred, the types of assessments used, and the criteria considered for identification. Aptitude assessments, such as the NNAT3 and CogAT, follow an opt-out model, meaning all students are included unless a parent or guardian chooses to decline participation. Families are notified in advance and retain the right to opt out.<br><br>To ensure equitable access and understanding, all AIG-related communication—such as referral forms, assessment notices, and policy documentation—is made available in the family's primary language whenever possible. Interpreter services, translated materials, and culturally responsive outreach are provided to help all families fully understand their rights and the identification process. Testing results are shared confidentially, whether or not the student qualifies for services. Families whose child does not qualify receive written notification and may request a follow-up meeting with the AIG Coordinator. |
| Informed consent for placement | * When a student is identified for AIG services, families are provided with written notification explaining the eligibility decision and outlining available service options. Formal placement requires written parent/guardian consent before services begin. Families have the opportunity to review the proposed services, ask questions, and discuss the plan with the AIG Coordinator or school staff to ensure it meets their child's needs. For eligible students, a placement meeting is scheduled to review the assessment results and collaboratively develop a Differentiated Education Plan (DEP).<br><br>All records related to identification, placement, and services are securely stored in a digital AIG folder. A copy of these records is available to families upon request. If a student transfers from NCCA to another school, the folder is marked inactive, and records may be shared with the receiving school to support continuity of gifted services. |

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| Transfer procedures | * | NCCA honors AIG identification from other North Carolina LEAs and out-of-state districts under the Interstate Compact on Educational Opportunity for Military Children. Transferring students will:<br><br>-Retain their gifted identification<br>-Begin services immediately<br>-Have their previous records reviewed for alignment with local criteria<br>-If additional data is needed to align services, further screening may be conducted with parent/guardian permission. No student will be “de-gifted” upon transfer. Parents may request a review or reassessment at any time. |
| Reassessment procedures | * | **Reassessment is used to:**<br>Add services to a student’s DEP<br>Re-evaluate previous placement when appropriate<br><br>**Procedures**<br>Students tested within the current school year may undergo additional testing without repeating the referral form, with continued parental consent.<br>Students tested in a prior year must follow the full referral process. Reassessment will occur no more than once annually unless compelling academic need exists.<br>Alternative assessments may be used to ensure equitable access to services, especially for underrepresented populations. |
| Procedures to resolve disagreement | * | Step I - School Based Conference<br>If a parent/guardian is not satisfied with the student’s AIG eligibility results or with the AIG services offered, within 5 school days of receiving the student’s AIG eligibility results, the parent/guardian may make a written request that provides the details of their grievance to the AIG Coordinator to schedule a conference.<br><br>The AIG Coordinator shall schedule a conference with the parent/guardian, the AIG Coordinator, and the Principal or Principal’s designee within 5 school days of receiving the written request. The AIG Coordinator and the Principal or Principal’s designee shall use the following factors to evaluate the parent/guardian’s grievance:<br><br>1. Within 3 school days of the scheduled conference, the Principal or Principal’s designee shall provide written notice to the parent/guardian of the decision to uphold or to overturn NCCA’s decision on eligibility or the AIG services offered.<br>2. The Principal or Principal’s designee shall provide a written summary of the meeting including the factors used to determine the Principal or Principal’s final decision.<br>3. If the grievance is not resolved at Step I, the parent/guardian may proceed to Step II. |

Step II - Appeal to the Student Services Officer
Parents/guardians may appeal the Step I decision in writing to the Student Services Division Officer within 5 school days of receiving the Step I decision.

The Step I appeal must allege that the school did not comply with the AIG process, did not comply with the AIG appeal process, did not comply with other laws or applicable policies, or was biased or unlawfully discriminatory.

Within 5 school days of receipt of the appeal, the Student Services Division Officer shall hold a conference with the parent/guardian to review the grievance.

The purpose of the Step II conference will be for the Student Services Officer to evaluate the parent/guardian's claim that the school did not did not comply with the AIG process, did not comply with the AIG appeal process, did not comply with other laws or applicable policies, or was biased or unlawfully discriminatory.

The Student Services Officer will provide a written summary of the appeal and the Step II decision to the parent/guardian, the Principal, and the AIG Coordinator, within 10 school days of the Step II conference.
If the grievance is not resolved at Step II, then the parent/guardian may proceed to Step III.

Step III Appeal to the Superintendent
Parents/guardians may appeal the decision of the Student Services Division Officer to the Superintendent within 5 school days of receiving the Step II decision.

Within 10 school days of receipt of the appeal, the Superintendent shall review all documentation from each step of the grievance process and make a determination to uphold or overturn the Step II decision. If in the Superintendent's review of all of the documentation, the Superintendent finds that there is substantial evidence to support each factor considered in the Step II decision, the Superintendent shall uphold the Step II decision. If the Superintendent finds that there is not substantial evidence to support each factor considered in the Step II decision, the Superintendent shall overturn the Step II decision. The Superintendent shall provide written notice of the decision with the supporting rationale for the decision to the parent/guardian, the principal, the AIG Coordinator, and the Student Services Officer within 10 school days of receiving the appeal.

If the parent/guardian is not satisfied with the Step III decision, the parent/guardian may proceed to Step IV

Step IV: State Level Grievance:
If the parent/guardian disagrees with the decision of the Superintendent, the parent/guardian may file a petition for a contested case hearing consistent with Article 3 of Chapter 150B of the North Carolina General Statutes, the Administrative Procedures Act, of North Carolina. The issues for review shall be limited to:

the Administrative Procedures Act, of North Carolina. The issues for review shall be limited to:

1. Whether the local system improperly failed to identify the student as eligible for services within its gifted education program.

2. Whether the local system implemented and provided those services specified within the differentiated gifted education plan. Following the hearing, the administrative law judge shall serve the final decision. The administrative law judge shall give a copy of written findings and the decision to the parties and to the State Superintendent of Public Instruction. Attorney's fees are not available to parents in the event they prevail in a due process hearing.

*** Ideas for Strengthening the Standard**

The standard could be strengthend by adding ways to make AIG progress visible to families and staff. A goal would be to find simple ways to share key highlights of data with families, teachers, and leadership. This could be a one-page program summary, a mid-year update, or a few data points shared at staff meetings.

Another way to strengthen the standard would be to include students in goal reflection and feedback
Just like we ask teachers and families for input, we can invite students to reflect on their AIG experience—what helped them grow, what they want more of, and what challenges they've faced.

We could plan to regularly review service and identification data by subgroup
Take a closer look at how identification and services are playing out across different groups—grade levels, ML students, 2E students, and more—to make sure the plan stays equitable and inclusive.

I would like to update and streamline my internal AIG dashboard or tracking sheet that monitor referrals, services logged, DEP updates, and professional development participation. This helps keep everything organized and ready for review. This will show the full picture—who's been referred, who's being served, and where we need to make adjustments.

It would be helpful to  schedule time each year for plan review and stakeholder input and to reflect on the AIG plan while gathering feedback from teachers, parents, and students.

**Planned Sources of Evidence**

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| * | DEP review records and AIG service logs from ECATS show how we monitor progress and update services based on student growth and feedback. |
| * | Referral and identification data disaggregated by subgroup (grade level, ML, 2E) helps us ensure our processes are inclusive and accessible to all learners. |

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| * | Family and teacher feedback surveys are collected to inform program improvements and help us reflect on what's working and where to grow. |
| * | Student reflections or exit tickets give us direct insight into how AIG services are helping students feel challenged, supported, and successful. |
| * | Annual AIG plan review notes and summary reports show how we gather input from stakeholders and use data to make informed decisions about programming. |
| * | An internal AIG program tracker or spreadsheet helps to keep everything organized-referrals, services, PD, DEP updates etc. |

**Documents**

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

Local Board of Education Approval

**North Carolina Cyber Academy (00A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

* Approved by local Board of Education on:
05/27/2025

AIG Related Documents

**North Carolina Cyber Academy (00A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

| Required Documents | | |
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| **Type** | **Document Template** | **Document/Link** |
| Local Board of Education Approval Signatures [Upload at least 1 document(s)] | Local Board of Education Approval Template | 2025-2028 Local Board AIG Approval Letter |

| Optional Documents | | |
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| **Type** | **Document Template** | **Document/Link** |
| AIG Standard 1 Additional Resources | N/A | |
| AIG Standard 2 Additional Resources | N/A | |
| AIG Standard 3 Additional Resources | N/A | |
| AIG Standard 4 Additional Resources | N/A | |
| AIG Standard 5 Additional Resources | N/A | |
| AIG Standard 6 Additional Resources | N/A | |

**North Carolina Cyber Academy (00A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

| Phrase | Definition |
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| Achievement Test (e.g., EOG, iReady) | A test that measures what students have already learned in school. |
| Advisory Council | A group of parents, teachers, and staff who give advice and feedback to improve the gifted program. |
| AIG (Academically and Intellectually Gifted) | A program for students who show high ability in academics, thinking, or creativity and need special learning opportunities. |
| Aptitude Test -Cog.AbilitiesTest/Naglieri (NNAT3) | A test that looks at a student's natural thinking and problem-solving abilities, not just what they've learned in school. |
| Cluster Grouping | Placing gifted students together in a classroom so they can learn at a pace that matches their abilities. |
| Credit by Demonstrated Mastery (CDM) | A way for middle and/or high school students to earn credit for a class by showing they already know the material. |
| Curriculum Compacting | Skipping or shortening lessons on topics a student already knows well so they can focus on new challenges. |
| Differentiated Education Plan (DEP) | A special learning plan created for each identified gifted student that lists their services and goals. |
| Disaggregated Data | Breaking down student data into smaller groups (like race, language, or gender) to see if everyone has fair access to services. |
| Durable Skills (NC Portrait of a Graduate) | Important life skills like adaptability, collaboration, critical thinking, communication, and responsibility. |
| ECATS | The secure online system where student plans like the DEP are stored and managed. |
| EVAAS | A tool that helps schools understand how much students are growing academically over time. |
| Flexible Grouping | Grouping students in different ways for different activities based on their interests, readiness, or abilities. |
| Identification | The official process of deciding if a student qualifies for gifted services. |
| Independent Study | When a student works on a project or learning activity mostly on their own, often about a topic they choose. |
| Leader in Me | A school program that teaches leadership, goal setting, responsibility, and decision-making skills. |
| Local Norms | Comparing a student's test scores to other students in the same school or district. |
| ML or MLL (Multilingual Learners) | Students who are learning English while also using another language at home. |
| MTSS (Multi-Tiered System of Support) | A school-wide system that provides different levels of support based on each student's needs. |

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| Portfolio | A collection of a student's work that shows their strengths, creativity, or advanced learning skills. |
| Referral | When a teacher, parent, or someone else recommends that a student be considered for gifted services. |
| Screening Profile | A record of test scores, classroom work, and other information used to help decide if a student qualifies for gifted services |
| Socratic Seminar | A class discussion where students explore ideas by asking and answering thoughtful questions. |
| Talent Development | Activities and lessons designed to discover and grow students' strengths before they are formally identified as gifted. |
| 2e (Twice-Exceptional) | Students who are gifted and also have a disability (such as ADHD, learning differences, or autism). |
| Universal Screening | A process where all students are checked for signs of giftedness using the same tools, so no one is overlooked. |