

Mission/Vision Statement and Funding

Southeastern Academy (78B) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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

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

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

* Mission and/or Vision Statement(s)

The vision of Southeastern Academy Charter School's Academically Intellectually Gifted Program is to provide a comprehensive program that meets the social, emotional, physical, and intellectual development of gifted learners so they can reach their greatest potential in order to function as independent learners in a diverse and ever-changing society.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 12,208.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification	
Southeastern Academy (78B) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 1: Student Identification	<i>The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.</i>
* Practice A Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities, including universal screening, for every student to show their strengths and talents.	Screening instruments used are: ▪ Parent, teacher, and other school personnel recommendations ▪ Aptitude tests and achievement testing ▪ North Carolina EOG and EOC Scores ▪ Documented evidence of the need for differentiated services that are one or more grade levels above the current grade.
Referral processes that lead to AIG Identification:	▪ Establish a School-Based AIG Team (SBT) which will consist of an AIG Coordinator, principal, and a teachers from each respective house: elementary and middle. It is preferred that teachers who serve on the AIG Team possess an AIG License. ▪ The AIG Program consists of talent development opportunities in grades Kindergarten through 7th grade where annual observational data is pulled using the Kingore Observation Inventory and formative and summative assessments to determine which level of differentiation is needed. Student participation at each level is collected annually. Students are able to participate in the following levels of differentiation in grades K-6: 1. Level 1: All students at Southeastern - differentiation strategies including flexible grouping 2. Level 2: differentiated instruction including tiered assignments and menus. -content, process and/or product options 3. Level 3: differentiated instruction including curriculum compacting and pull-out groups. -alternatives that include going deeper into content or exploring interests 4. Level 4: differentiated instruction including individual in-depth studies. -LEADER, science fair, Wax Museum, America 250, Trek World Civilization Expo ▪ Beginning in 8th grade SBT accepts nominations for students from any stakeholder. Nominations can consist of formal and informal data, such as teacher checklists, gifted rating scales, and peer and self-nominations. ▪ Teachers will review all students who achieve 90th percentile or higher on End of Grade Tests. ▪ The School-Based AIG Team (SBT) will review all eighth-grade nominations after the first nine weeks. ▪ The SBT conducts universal screenings for all 8th grade students using the Cognitive Abilities Test, also known as the CogAt. CogAt contains specific scores for verbal and nonverbal domains which allow students to show a variety of strengths. Research consistently supports this universal screening practice as a key means of reducing bias and ensuring equity in gifted identification (Card & Giuliano, 2016, p. 13683). ▪ The SBT reviews these assessment results to determine which students should be referred. In addition, all students have an opportunity to show their gifts and talents during daily classroom instruction and can take initiative to demonstrate and provide evidence of AIG characteristics outside of school. ▪ The SBT reviews students who transfer with AIG Identification after four to six weeks of school attendance if new to the school in Grade 8.

*** 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.

K-2 Students:

All K-2 students participate in talent development activities where they show above grade level strengths. K-2 students will be considered for Level 3 and Level 4 Talent Development Activities if they are referred and demonstrate achievement in reading and/or math at least 2 grade levels above their current grade level as demonstrated on the Kingore Observational Inventory, formative and summative assessments, or a other universal screeners.

3-6 Students:

All 3-6 students participate in talent development activities where they show above grade level strengths. 3-6 students will be considered for Level 3 and Level 4 Talent Development Activities if they are referred and demonstrate achievement in reading and/or math at least 2 grade levels above their current grade level as demonstrated on the Kingore Observational Inventory, formative and summative assessments, or a other universal screeners.

7-8 Students:

All 7-8 students participate in talent development activities where they show above grade level strengths. 7-8 students will be considered for Level 3 and Level 4 Talent Development Activities if they are referred and demonstrate achievement in reading and/or math at least 2 grade levels above their current grade level as demonstrated on the Kingore Observational Inventory, formative and summative assessments, or a other universal screeners. Students scoring in the 80th percentile on the 7th grade reading EOG or 90th percentile of the 7th grade Math EOG automatically enroll in high school level course work.

8th Grade Students:

Criteria 1:

Cognitive/Aptitude: A student must have an Standard Age Score (SAS) of 124 in math and/or reading or composite on CogAT. The SBT conducts universal screenings for all 8thgrade students using the Cognitive Abilities Test, also known as the CogAT. CogAt contains specific scores for verbal and nonverbal domains which allow students to show a variety of strengths.

Criteria 2:

CogAT subtests - 90th percentile or greater quantitative (for Math), verbal (for Reading), or both aptitude assessment score (or, depending on how scores are reported for the assessment used, a corresponding index or subscore composite accurately depicting aptitude in Math or Reading) End of Grade (EOG) Tests in which the student has achieved in the 90th percentile or higher

Criteria 3:

Parent checklist and formal referral

Teacher checklist, gifted rating scale, and formal referral

Academic grades in ELA and mathematics

The SBT also considers student interest and motivation through the observations. Observation(s) should indicate the student exhibits gifted characteristics a majority of the time.

A student may be identified as Academically Gifted (AG) in an area if:

The student does not meet criteria for academically and intellectually gifted,

AND -Student achievement scores indicate a trend of qualifying scores,

AND -Other indicators, except aptitude, reflect a need on the Summary of Eligibility and Options.

A student may be identified as Intellectually Gifted (IG) if:

The student does not meet criteria for academically and intellectually gifted,

AND -Student composite aptitude score indicates the student is at the 97th percentile or higher,

AND -Other indicators, except achievement, reflect a need on the Summary of Eligibility and Options

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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.

Southeastern Academy will:

Administer a broad sweep aptitude test with all populations in 8th grade. CogAt contains specific scores for verbal and nonverbal domains which allow students to show a variety of strengths. Research consistently supports this universal screening practice as a key means of reducing bias and ensuring equity in gifted identification. From this screener, The SBT will disaggregate data to determine a potential screening pool. Classroom teachers are informed of the use of multiple criteria and characteristics of gifted students within culturally diverse groups. The SBT will determine which students should move to referral.

Teachers will implement instructional strategies to students whose data demonstrate the need for them to be able to show their strengths. SBT will provide professional development to expand understanding of giftedness and address misconceptions about various sub-groups. Talent development activities will take place in all K-8 classrooms with all students.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	---	---	---	---	---
Male	---	---	---	---	---	---	---
Total	---	---	---	---	---	---	---

Percent of Total AIG Students Identified as Dual Exceptionality

*** Practice D**

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

Southeastern Academy will:

- Establish a School-Based AIG Team (SBT) which will consist of an AIG Coordinator, principal, and a teacher from each respective house: elementary and middle. It is preferred that teachers who serve on the AIG Team possess an AIG License
- Establish staff development training for all SBT Members.
- Train new teachers in the best practices of screening and identification for consistency of implementation at the beginning of the year, PLC Meetings, and an early release Professional Development Day.
- Have administrators and the AIG Coordinator attend leadership meetings to share AIG Identification information.

The School-Based AIG Team will maintain student AIG records including, but not limited to:

- Records of participation in talent development activities will be maintained for all students in grades K-8. These records will also include annual updates of Kingore Observational Data, formative and summative assessments, and EOG/EOC percentiles
- 8th grade students Identified in any area under the AIG umbrella will have a current Differentiated Education Plan (DEP) AND a notice of AIG Identification form will be placed in the student's cumulative folder and an AIG identification sticker will be placed on the front of the folder indicating AIG identification.
- Records for students referred but NOT identified will be included in the student's cumulative folder: Referral to AIG Program and documentation of why the student did not qualify.

*** Practice E**

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

Southeastern Academy will:

- Maintain an AIG Program webpage embedded in the SeA homepage.
- Host an interest meeting at the Back to School Parent Night of each school year so parents and the community can learn about AIG Services.
- Have teachers inform parents of the differentiation strategies used at the beginning of the school year in grades K-8.
- Have teachers inform parents of differentiation opportunities that they have provided within their classes with specific examples during the year.

*** 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.

1. School personnel gather the following information on the candidate: annual updates on Talent Development activities, Kingore Observational Data, formative and summative assessments, grades in English Language Arts and mathematics, performance data, parent and teacher checklists, and standardized testing history (if applicable).
2. The SBT reviews the information gathered and makes a recommendation to refer or not to refer.
3. The AIG Coordinator will meet with school staff to share the process for identification and development of the Differentiated Education Plan (DEP) which outlines services.
4. Teachers review and develop appropriate DEPs for AIG identified students. The AIG Coordinator files information for candidates not referred for one year.
5. The SBT informs parents and teachers of the decisions of all candidates.
6. Maintain documentation in placement folders in the school's records room

*** 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.

An annual activity inventory will be maintained in the DEP capturing activities completed at the following levels and ensure effective program planning for the continuum of services:

Level 1 All students at Southeastern - differentiation strategies including flexible grouping

Level 2 differentiated instruction including tiered assignments and menus. -content, process and/or product options

Level 3 differentiated instruction including curriculum compacting and pull-out groups. -alternatives that include going deeper into content or exploring interests

Level 4 differentiated instruction including individual in-depth studies. -LEADER, science fair, Wax Museum, America 250, Trek World Civilization Expo

Standard 2: Comprehensive Programming within a Total School Community	
Southeastern Academy (78B) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 2: Comprehensive Programming within a Total School Community <i>The LEA provides a K-12 AIG program with an array of services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners. These services will develop students' strengths through intentional learning experiences in various domains that are not dependent on the students' demographic background or economic means.</i>	
* Practice A Delivers an AIG program with comprehensive services that address the academic and intellectual needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.	There is not a pull-out program for AIG Services at Southeastern Academy. SeA implements talent development in all classes K-8 for all students with classroom teachers integrating their services into the daily instructional day. Grade level (K-8) teams meet to create student groups to give enrichment opportunities for core and co-curricular content. At least 3 hours a week is given for small group enrichment opportunities with core and co-curricular content. In addition, core classes design instructional practice which focuses on rigor, relationships, and relevance including: ▪ using critical thinking skills ▪ curriculum units using Universal Design ▪ learning styles, and multiple intelligences considered when creating lesson plans ▪ algebraic thinking ▪ Bloom's Taxonomy ▪ hands-on science and math ▪ tiered lessons ▪ learning contracts ▪ independent studies/advanced novel studies ▪ project-based and personalized learning/playlists
Click here to remove the table and use only the narrative field.	
* Practice B Delivers an AIG program with comprehensive services that address the social and emotional needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel based on student needs.	Southeastern Academy will: ▪ Communicate and collaborate with all grade level teams to make sure talent development activities are aligned to the total instructional program. ▪ Monthly PLC meetings with grade level teams and MTSS coordinator are performed to investigate student performance and talent development opportunities. ▪ Develop a task force to create policies when serving twice-exceptional children (EC Teacher, MTSS Coordinator, SBT).

▪ Have a common place to store resources and materials that are accessible to all teachers who work with gifted students. ▪ Review all Local Board of Education (LBE) policies annually that relate to AIG to ensure policies are effective and based on best practices.
Click here to remove the table and use only the narrative field.
* Practice C Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice. K-8 classroom teachers and co-curricular teachers will work to provide talent development opportunities at 4 levels for all students based on performance as demonstrated through: ▪ formative and summative assessments (Words Their Way, Exploros, STAR, iReady, NAVVY, SchoolNet, Think Ups, etc.) ▪ NC Check Ins ▪ performance data on EOGs ▪ teacher observations ▪ Kingore Observation Inventory K-8 classroom teachers will determine if students place into Level 3 or 4 talent development with an advanced class for ELA, mathematics, science, and social studies by using the following criteria: ▪ Final score of i-Ready Diagnostic for ELA and mathematics at two grade levels or higher ▪ EOG Scores of ELA and mathematics in the 80th percentile or higher Beginning in the 8th all students will: ▪ participate in a Universal Screener ▪ have the ability to be nominated for AIG screening by any stakeholder
* Practice D Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs. The Annual AIG Program will be shared on the SeA webpage. Opening Day AIG training will take place for all K-8 classroom and co-curricular teachers. AIG training on instructional services and programs for gifted learners will be discussed quarterly at all PLC and SBT Meetings. The AIG Coordinator will present to the school board at least two times a year to be able to speak about AIG, services offered, and/or concerns. The AIG Coordinator would also be a part of any curriculum, policy, or finance meetings.
* Practice E Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.

▪ Provide notification of student services to instructional staff at the beginning of the year through a meeting and forms indicating what area(s) of eligibility students will be served. ▪ Quarterly SBT meetings (PLC meetings, review of local board, grade level team meetings) will be scheduled to discuss services. ▪ Student data, including the current Differentiated Education Plan (DEP), will be housed in cumulative folders, and the following will be included in those folders: how the student was identified, how the student is currently identified, and how the services should change in the next grade span. ▪ There will be an annual meeting with parents to discuss each student's services. ▪ BOY/EOY transitional meetings between houses (Elementary and Middle) will review DEPs including counselors, principal, AIG specialists, and regular education teachers.	* Practice F Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points. Teachers, guidance counselors, MTSS coordinator, and co-curricular teaching staff are trained on how to deal with special problems issues pertaining to the gifted learner, such as: ▪ underachieving students ▪ twice-exceptional students ▪ students from diverse populations ▪ intellectually gifted students A staff referral system is in place in elementary and middle school for students referred to the counselor as needed. All classes (K-6) will use the Second Steps program to ensure SEL skills are being taught weekly to students to address different social-emotional needs. 6th-8th grade students have access to Say Something App to ensure the safety of all students.	* 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. K-8 Talent Development Activities: ▪ Level 1 All students at Southeastern - differentiation strategies including flexible grouping ▪ Level 2 differentiated instruction including tiered assignments and menus. -content, process and/or product options ▪ Level 3 differentiated instruction including curriculum compacting and pull-out groups. -alternatives that include going deeper into content or exploring interests ▪ Level 4 differentiated instruction including individual in-depth studies. -Wax Museum, America 250, Trek World Civilizations Expo, Annual Citizenship Essay Writing, Entrepreneurship Development K-8 classroom teachers will determine if students place into Level 3 or 4 talent development with an advanced class or above grade level placement for ELA, mathematics, science, and social studies by using the following criteria: ▪ Final score of i-Ready Diagnostic for ELA and mathematics at two grade levels or higher ▪ EOG Scores of ELA and mathematics in the 80th percentile or higher 7th & 8th Grade Course Acceleration Opportunities at Level 3 and 4 include: ▪ 7th Grade Computer Science and Physical Science ▪ 8th Grade American History Foundations, Math 1, and English 1
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* Practice H

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

K-8 Talent Development Activities:

- Level 1 All students at Southeastern- differentiation strategies including flexible grouping
- Level 2 differentiated instruction including tiered assignments and menus. -content, process and/or product options
- Level 3 differentiated instruction including curriculum compacting and pull-out groups. -alternatives that include going deeper into content or exploring interests
- Level 4 differentiated instruction including individual in-depth studies. -Wax Museum, America 250, Trek World Civilizations Expo, Annual Citizenship Essay Writing, Entrepreneurship Development

Southeastern Academy utilizes the following curriculum with flexibility and acceleration opportunities across grades K-8:

- UFLI Science of Reading
- Reading Workshop
- Daily Five
- Literature Circles
- Guided reading
- Teaching of Latin and Greek roots through Words their Way
- Writing Workshop
- 6 Traits of Writing
- Strategies that Work
- Math Investigations
- Think Ups math problem solving
- Math Workshop 2.0
- authentic writing assignments
- vocabulary skills with Exploras

* 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.

- Gather feedback directly from students of under-represented populations to discuss service options outside of traditional services that are needed.
- SeA has implemented iReady as a core curriculum program for explicit instruction followed by higher order thinking skills curriculum from Think Ups in grades 1-8. This research-based curriculum provides extensions and enrichments in addition to appropriate, conceptual development across mathematical domains. It also provides a curriculum plan that allows students to move to differentiated grade level content as needed.
- SeA has implemented iReady and UFLI reading curriculum for explicit instruction in grades K-8. This research-based curriculum provides extensions and enrichments in addition to appropriate, conceptual development across language and comprehension domains. It also provides a curriculum plan that allows students to move to differentiated grade level content as needed.
- Southeastern Academy personnel will continue to support this implementation and determine appropriate resources and professional development to address the needs for higher-ability and gifted math learners.
- High school course teachers implement honors level curricula which vary from standard level classes through content, process, and/or product modification based on readiness, interest, and learning profiles.

- Utilization of mentorship, interest-based learning, peer counseling, and other strategies to meet the needs of diverse AIG learners.

*** Practice J**

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

Within the school day, Southeastern Academy offers quarterly 4-week small groups co-curricular courses for all students in the areas of:

- art
- computer science
- journalism
- STEM
- Robotics
- Financial Literacy
- physical education
- Junior Beta Club

Extra-curricular program is open to students in grades 2-8 in the following areas:

- team sports
- book clubs
- photography
- pickleball
- art
- spelling bee
- drama club
- quiz bowl

*** Ideas for Strengthening the Standard**

Site visits to other schools to learn about AIG programs

Student interest surveys to further develop personalized and small group programming

Planned Sources of Evidence

* DEPs

* SBT, PLC, & MTSS minutes

* Formative & Summative Assessments

Type	Document Template	Document/Link
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AIG Standard 2 Additional Resources	N/A	
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Standard 3: Differentiated Curriculum and Instruction

Southeastern Academy (78B) 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.

SeA supports staff implementation of the NCSCOS and differentiated curricula/instructional opportunities directed toward the unique needs of the gifted learner. Specific staff will provide enrichment and extension of the NCSCOS in Language Arts and Mathematics. Further, these staff members will help support general education staff with using the New Bloom's Taxonomy to Increase student critical thinking, tier assignments, and provide differentiated activities within the general education classroom.

Southeastern Academy differentiates standards in the following ways:

- Extend the standard through increase in rigor using Webb's DOK, PrbL, PBL, service learning opportunities, and other resources.
- AIG staff will suggest standard extension activities for classroom teachers to use in small groups. Over time we will create a toolbox of lessons, resources, activities for each standard in Math and ELA.
- Use intentional tiered questioning strategies to formatively assess depth of understanding (was objective met?) and use the results to inform groups, partners, and instruction.
- Use unit-long essential questions to backwards plan specific lesson objectives that directly align with the NCSCOS.
- Utilize the NCDPI Unpacking Documents in PLCs to help form enrichment activities

Flexible small groups will be used regularly in the classroom

- Differentiated content, process, and product strategies are used within these small groups to meet the needs of all learners and ensure enrichment of the standard.

AIG team will be using NCDPI resources to inform enrichment activities per standard, along with other resources.

*** Practice B**

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

The LEA supports instructional practices for the advanced learner and talent development at each grade level. This includes a variety of models that will help provide a continuum of services for students.

1. K – 2nd -- Staff will use differentiated centers, flexible grouping of students by both need and interest, periodic staff collaboration for push-in support.
2. 3rd - 5th --Cluster grouping to allow for differentiated centers, flexible grouping of students by both need and interest for activities, extension and enrichment pull-out by a school member, periodic staff collaboration/co-teaching (when available).
3. 6th - 8th -- Advanced course work (Mathematics and English Language Arts), flexible grouping of students by both need and interest for activities in the regular education classroom, small group extension/enrichment class

These varied strategies will help increase rigor, depth, complexity, sophistication, and abstractness for gifted learners throughout the day.

In an effort to allow all students (including all sub groups) access to appropriate curriculum that meets their needs, students will be provided with knowledgeable staff that will help support student growth within the area(s) of identified giftedness.

*** Practice C**

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

Specific Resources:

- NCDPI Gifted Resources website
- iReady Enrichment activities in the teacher workbook
- SecondSteps
- UFLI
- CommonLit Thematic Units
- Duke TIP Resources
- National Association for Gifted Children website resources
- Future Cities Competition
- Area for growth; discovering additional resources for math and additional Gifted curriculum units.

SEA uses both formative and summative assessments to support appropriate differentiation within the classroom as well as appropriate placement within flexible groups. Classroom discussion, common assessments, state-mandated programs, and EOG data help staff support both proficiency and growth within the school community. Other indicators that can support appropriate differentiation and inform flexible grouping is the use and analysis of pre-assessments for different content areas.

* 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.	The SeA AIG program provides talent development in grades K-8 through purposeful, intentional differentiating instruction. The Talent Development Program serves K-8 students who demonstrate the potential for exceptional academic performance. Differentiated curriculum is taught to these students in order to foster understanding and make connections for their learning potential. The top achieving students at each school in grades k-8 are pulled into Level 3 and 4 Talent Development groups. Those students are determined from data collected at the school level (Amplify, Classworks, teacher observation, report card grades, STAR Reading/Accelerated Reader, K-2 Math Assessments, and any other relevant data that may be added to this list). This small group Talent Development instruction fosters the development of critical thinking and problem solving skills, deductive logic/analytical thinking, reasoning challenges, and visual/spatial activities. Critical thinking skills are incorporated into the curriculum using materials such as: P.E.T.S., Mind Benders, Thinking Puzzles, Logic Puzzles, Primarily Math, and Primarily Thinking.
* Practice E Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction.	The SeA AIG program uses standardized testing, formative assessments, and summative assessments to differentiate classroom instruction and guide flexible grouping practices. On-going formative assessments consist of mClass/Progress Monitoring weekly data, Benchmark/NC Check-In testing, projects, iReady, Schoolnet data, class discussions, quizzes, and online assessments. Summative assessments include End of Year K-2 Assessments/Amplify, End of Grade tests (testing all students who score a level 5 for AIG identification), CogAt, ITBS, NNAT, and End of Course tests (middle school/high school). After analyzing assessment data, AIG Specialists collaborate with high ability cluster teachers to discuss individual AIG student's strengths and challenges. This guides the flexible grouping of students in the high ability cluster class. Teachers develop and implement instruction based on individual student weaknesses while creating enrichment activities to capitalize on student strengths. AIG Specialists will assist cluster classroom teachers through support with differentiation strategy suggestions. AIG students will be cluster grouped and will receive opportunities for enrichment acceleration all day, every day.
* Practice F Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction.	The SeA AIG Program maintains connections with the guidance of our student services departments in order to remain aware of the social/emotional needs of our students and instructional strategies to better meet these needs. The following curriculum resources that highlight best practices will be available to all gifted students within the clustered classroom. The Lending Library which will address the social and emotional aspect of the gifted learner and may consist of: ▪ Gifted Teen's Survival Guide ▪ Seven Habits of Highly Effective People ▪ Everyday Student Leadership Guide ▪ Building Leadership series ▪ Perfectly You ▪ Howard Gardner's Multiple Intelligences

▪ Independent Studies (Genius Hour) ▪ Laugh and Learn Social Emotional Book series ▪ Kids with Courage AIG Specialists also utilize these resources to monitor and draw from ways to meet ongoing social and emotional needs of their students. These resources will help students identify their strengths, interests, and aspirations.								
* Ideas for Strengthening the Standard ▪ Attend workshops/conferences/meetings dedicated to teaching gifted learners ▪ Continue to purchase resources to equip and support AIG Specialists and high ability clustered teachers with their instruction and delivery with advanced and differentiated curriculum ▪ Continue research on implementing Talent Development strategies ▪ Monitor and review student progress ▪ Utilize formative assessments to align curricular units for instruction ▪ Collaborate with classroom teachers to align curriculum and address needs ▪ Share curriculum ideas and strategies with stakeholders. Incorporate critical thinking skills and problem-solving activities.								
Planned Sources of Evidence <table><tr><td>* Assessment results, district benchmark data</td></tr><tr><td>* DEP checks</td></tr><tr><td>* Student work samples</td></tr></table>	* Assessment results, district benchmark data	* DEP checks	* Student work samples					
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Standard 4: Personnel and Professional Development	
Southeastern Academy (78B) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 4: Personnel and Professional Development	<i>The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the diverse needs of gifted learners that is ongoing and comprehensive.</i>
* Practice A Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan. ▪ Southeastern Academy SBT has AIG experience. ▪ Some teachers have AIG added to their licenses. ▪ Provides support to personnel overseeing the delivery and planning of AIG instruction; data is reviewed during grade level meetings (agenda shared and collaborated with AIG coordinator) and school DAT meetings (with AIG coordinator, counselor, grade level teachers, and MTSS coordinator) ▪ Collaborated with other district or charter school leadership teams to discuss best practices for gifted students. ▪ Establishes clear, equitable, and comprehensive student identification procedures for gifted screening, referrals, and identification through SBT. ▪ Ensures consistency in program implementation	
* 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. ▪ Provides feedback for teachers in regards to enrichment opportunities/lesson plans ▪ Serves as a member and maintains records for the School Based Team who oversees identification and placement decisions regarding gifted identification ▪ Supports AIG programming by educating staff on the processes, procedures, and protocols in gifted education ▪ Works with school personnel and data information services to complete fidelity checks related to program services, teacher credentials, and required communications ▪ Manages tasks related to fidelity checks ▪ Provides parent letters and DEPs ▪ Assists in reviewing students and school data and program evaluation data ▪ Assists in the development of processes related to screening, referral, identification, and placement of gifted students ▪ Meets with PLCs at schools upon request to assist in implementing strategies for AIG students ▪ Organizes testing procedures for school personnel to test for appropriate student services ▪ Distributes materials and resources to school ▪ Participates in AIG in-house audits ▪ Helps redesign professional development for various gifted programming, such as, but not limited to PETS to support system structures ▪ Provides training or assistance to teachers who teach gifted students.	
* 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. Professional Development Topics for Classroom Teacher Instructional Practices given by AIG School Based Team. Topics include: ▪ Characteristics of Bright and Gifted Learners ▪ Primary Education Thinking Skills (PETS) Professional Development Topics for Counselors - ▪ Social and emotional needs ▪ Issues in gifted education AIG Procedures, Processes, and Protocol Topics: ▪ Differentiated Education Plan (DEP) implementation ▪ Screening, nomination, and referral processes ▪ Evaluation ▪ Service/Annual reviews ▪ Transition guidelines ▪ Scheduling and placement options ▪ Advanced content protocols Topics include the following: ▪ Professionalism and Advocacy (History, Legislation) ▪ Characteristics (Development and Issues) ▪ Identification (Assessment, Multiple Criteria) ▪ Learning Environments (Physical, Social, Questioning) ▪ Instruction (Methods/Models Provide professional development for classroom teachers who provide instruction to AIG learners at elementary and middle school levels. This instruction consists of online modules, face-to-face instruction, classroom visits, and lesson planning/coaching components.	* 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. Teachers who work with gifted learners in the following settings must possess AIG licensure or obtain it within the school year: ▪ Elementary English/Language Arts teachers ▪ Elementary mathematics teachers ▪ Middle school English/Language Arts teachers ▪ Middle school mathematics teachers * Practice E Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds. Southeastern's AIG program supports the school's initiatives which includes: ▪ relationships, relevance, and rigor. ▪ providing AIG professional development to teachers who provide services to gifted students.
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▪ promoting and encouraging PD outside of the district to support best practices for gifted learners.								
* Practice F Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices. ▪ Classroom teachers and co-curricular teachers have opportunities to apply what they have learned in professional development. ▪ Classroom teachers and co-curricular teachers have a daily planning time during the instructional day in which they can collaborate and plan lessons to help meet the needs of gifted learners. ▪ Professional learning days are given to staff for PD training without students (Early Release or regular full day). ▪ Google Drive/Classroom for all staff to access AIG resources such as PD training material, exemplar lessons, and differentiation of materials for core classes. ▪ Lending library for all staff to access AIG resources such as PD training material, exemplar lessons, and differentiation of materials for core classes.								
* 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. SeA makes every effort to align professional development opportunities and best practices in gifted education with local AIG program goals. Theses efforts include: ▪ AIG Specialist sharing gifted education strategies, social/emotional support, and other program components through different avenues of collaboration. ▪ AIG Specialist collaborating with instructional staff and counselors to integrate best practices for gifted learners into PD opportunities. ▪ AIG Specialist and teachers seeking out of district PD to grow professionally. ▪ AIG Specialist and teachers seeking out best practices in other districts to grow professionally.								
* Ideas for Strengthening the Standard Have more teachers certified in AIG in elementary and middle school								
Planned Sources of Evidence								
<table><tr><td>* Budget structure</td><td></td></tr><tr><td>* Handouts from PLC and MTSS</td><td></td></tr><tr><td>* Registration for Gifted Learning Conferences</td><td></td></tr></table>			* Budget structure		* Handouts from PLC and MTSS		* Registration for Gifted Learning Conferences	
* Budget structure								
* Handouts from PLC and MTSS								
* Registration for Gifted Learning Conferences								
Type	Documents Document Template	Document/Link						

Standard 5: Partnerships	
Southeastern Academy (78B) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 5: Partnerships	<i>The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.</i>
* Practice A Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students: ▪ academic and intellectual ▪ social and emotional.	
Southeastern Academy seeks to engage all stakeholders regarding assurance of appropriate gifted service options for gifted learners. The AIG School Based Team will: ▪ hold AIG meetings to educate stakeholders regarding the system's AIG policies and programs -provide training for teachers, administrators, and counselors on the unique needs of the gifted ▪ update the website to include information explaining appropriate services for the academic/intellectual, and social/ emotional needs of AIG students ▪ families and guest speakers are invited into the school to present on expert topics of student interests ▪ yearly DEP review meeting with families for AIG students ▪ collaboration with other departments to share successes and seek further strategies to increase family engagement	
* 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. ▪ The AIG School Based Team shares information with all stakeholders regarding the local program, plan, and policies through various media, and face-to-face meetings. ▪ AIG Coordinator presents AIG programming information and updates annually. ▪ AIG team will hold annual meetings with parents/families regarding services. ▪ Southeastern Academy website includes general programming information and a copy of the AIG plan, as well as highlights AIG policies and practices. ▪ Southeastern Academy plans collaborative instructional events with Emerging Technologies Institute, UNCP HUB Entrepreneurship Program, Veterans of Foreign Wars Patriot's Pen, American Library of Poetry, Kiwanis Club, Robeson County Public Library	
* Practice C Establishes and utilizes an advisory group to develop, implement, monitor, and revise the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents/guardians, AIG teachers, and other instructional and support staff.	

The AIG School Based Team:

- receives input from school and community for education committee candidates
- invites the participation of the community, and holds meetings every school year to discuss current AIG issues, standards, and implementation through the PSU's education subcommittee of the school board
- reviews program evaluation results and determine program goals through the education committee. The education committee provides input and feedback on program processes and procedures; shares what is working well and suggestions for improvement for the implementation of the AIG plan; analyzes and monitors district-level program effectiveness.
- protects time for parents and community members' questions about the school's AIG program

*** Practice D**

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

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

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

- The AIG Program ensures the participation of stakeholders through informational meetings, automated emails, published articles, and AIG surveys.
- Gifted personnel work with other personnel to deliver and explain AIG information to interested
- As requested, personnel will seek translators for other languages to appropriately support all populations.
- Contact information for all families is collected each year for school registration and updated by teams at the start of the year.

*** Ideas for Strengthening the Standard**

School newsletter updates on AIG services and programming

Planned Sources of Evidence

* school website	
* identification paperwork	
* AIG meeting documents	

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

Standard 6: Program Accountability	
Southeastern Academy (78B) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 6: Program Accountability	<i>The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the diverse academic, intellectual, social, and emotional needs of gifted learners.</i>
* Practice A Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. §115C-150.5-.8 {Article 9B}), based on a comprehensive program evaluation. This Local AIG Plan has been approved by the local board of education and sent to SBE/DPI for review and comment. In the development of this local plan, Southeastern Academy will: - Plan will be revised based on comments from review in Spring of 2025, using the unpacking document from NCDPI - outline student identification and placement, - provide differentiated curriculum and instruction - describe personnel roles and professional development - deliver comprehensive programming within the total school community - create partnerships and involve various stakeholders, and - ensure program accountability.	
* 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. Southeastern Academy will monitor the implementation of the program by the SBT/AIG coordinator/PSU using the following methods: - Placement fidelity checks - Parent, teacher, student and administrator surveys - Meetings/visits with classroom teachers by LEAs/AIG coordinator - Education committee meetings - Review of available data	
* 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. The SBT team and finance office will meet to create an AIG budget and monitor the implementation of the budget. The budget allocates for: - AIG testing materials and scoring and curricula resources - professional development for advanced learning staff	

▪ professional development for appropriate resource implementation	
* 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.	
SeA's AIG program maintains and analyzes: ▪ Student participation in talent development activities based on criteria data (formative and summative data, performance data, and teacher observations); ▪ AIG Coordinator presents school, grade, and subject data to the PLCs, and teachers receive their personal data for previous students and projected data for current students; ▪ SBT, grade level teachers, and AIG Coordinators meet to analyze student growth and achievement data on assessments such as EOG, iReady, and EOC; and ▪ Guidance counselors and SBT meet with AIG students to ensure their SEL needs are being met.	
* 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.	
Southeastern Academy monitors various subgroups represented within the gifted education program in the following ways: ▪ The AIG School Based Team records provide documentation of the inclusion of special populations in screening, nomination, referral, and placement procedures. In addition, the system's structures include higher-performing students in advanced content grouping/courses in order to nurture the potential of all populations. Through such inclusive programming, diverse populations have access to advanced content including culturally/ethnically diverse, economically disadvantaged, EL, and twice-exceptional students. ▪ SBT will meet three times per year to analyze AIG headcount and to monitor and discuss representational gaps. ▪ SBT will also look at local norms to ensure that a single criteria is not blocking identification for specific subgroups. ▪ SBT/AIG coordinator will collaborate with school MTSS teams to determine students that are performing or progressing at a higher than normal average and are not identified as AIG. These students will be added to a watch list.	
* 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.	
The AIG Coordinator maintains a database of all teachers who have AIG Credentials which includes AIG licensure, previous AIG endorsement, Advanced Placement certification, or previous honors credentials.	
* 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.	
Southeastern Academy will elicit and utilize feedback through an annual survey from students, parents/families, teachers, and other stakeholders to evaluate and revise AIG programming. The SBT revises the surveys annually to reflect the program goals and objectives.	

* Practice H Shares local AIG program evaluation data with school and district personnel, students, parents/guardians, families, and other community stakeholders. SeA program evaluation sources of data include the following: ▪ Annual surveys for parents, teachers, students, and administrators ▪ Achievement data from EOG and EOC courses ▪ Benchmark assessment data ▪ Headcount data ▪ Feedback from the education committee, a subcommittee of the SeA School board comprised of an AIG coordinator, school testing coordinator, principal, teachers, and community members SBT meetings are held to analyze data, provide feedback for current AIG strategies both positives and areas for improvements, and discuss the implementation of next steps for learners with SBT, AIG Coordinators, and MTSS Coordinator. SBT will use the feedback from the education committee to evaluate the effectiveness of the local AIG program and look at successes and challenges. SBT will review any legislative changes or policy updates from NCDPI.	* 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. Southeastern Academy has developed policies, procedures, and practices using both quantitative and qualitative data to ensure the protection of the rights of all AIG students. A parent/guardian signs as an acknowledgment of receipt of the parents' rights document and personnel file signed documentation in the AIG records. All academically or intellectually gifted students must be provided a free appropriate public education. Differentiated services will be provided for the academically or intellectually gifted student (1) at no expense to the parent/guardian, (2) according to the guidelines of Southeastern Academy's Academically and Intellectually Gifted Program, and (3) according to the student's Differentiated Education Plan (DEP). Nomination: When any person thinks that a child is academically or intellectually gifted and may need differentiated educational services, that person should inform school personnel in writing the reasons for nominating the child and complete the appropriate student checklist as requested. The nomination should include information about the student's characteristics and strengths that require differentiated services. Screening and Evaluation: 1. A School Based Team must review nominations and based on need, make recommendations for referral for further evaluation. 2. The parent/guardian must give written consent before any individual evaluation may be administered. 3. Student eligibility for differentiated services will be determined by a School Based Team trained to make appropriate recommendations for an individual student. Parent/Guardian receives a written copy of the team decision. The parent/guardian has the right to ask to meet with the School Based Team to review the decision. In order for the school to provide formal gifted services, a parent/guardian must provide written consent. If the parent/guardian does not agree with the system's decision concerning eligibility, he/she has the right to submit the results of an independent educational and intellectual evaluation. The evaluation must be administered by a qualified examiner who is not employed by the education agency responsible for the student's education. Measures of intellectual aptitude and achievement are two of the formal criteria considered in determining eligibility, and additional measures do not necessarily guarantee placement in the Academically or Intellectually Gifted Program, although those results will be considered. SOUTHEASTERN ACADEMY DOES NOT PAY FOR INDEPENDENT EDUCATIONAL OR INTELLECTUAL EVALUATIONS. For students identified as academically or intellectually gifted, a Differentiated Education Plan or program must be written. Such a plan will include student strengths and the options considered by the School Based Team as appropriate to meet the student's educational needs. Placement is the end result of the referral, evaluation,
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consideration of all criteria involved in giftedness, and the development of the DEP. Southeastern Academy must ensure that placement is based on multiple indicators of giftedness and that the options chosen are based on the needs of the student.		
		Click here to remove the table and use only the narrative field.
* Ideas for Strengthening the Standard		
Develop procedures to monitor the representation and performance of highly gifted populations.		
Planned Sources of Evidence		
*	Documentation of state feedback	
*	Fidelity checks	
*	SBT and education committee meeting agendas and minutes	
Type	Documents	Document/Link
AIG Standard 6 Additional Resources	Document Template	N/A

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* Approved by local Board of Education on:

05/19/2025 

AIG Related Documents

Southeastern Academy (78B) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	Local Board of Education Approval Template	78B 2025-2028 AIG Plan Board Approval May 19, 2025

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

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Phrase	
Definition	