**2022-2025 Local AIG Plan Development – Planning Document**

**NC AIG Program Standard 1: Identification**

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

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| **NC AIG Program Practices****Standard 1** | **LEA Response** |
| a) Develops **both** screening and referral processes that lead to AIG identification at all grade levels. **Provides opportunities for every student to show their strengths and talents.**   |  |
| b) Establishes a process and criteria for AIG student identification at all grade levels that provides multiple opportunities to reveal a student’s aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile. |  |
| c) Ensures AIG screening, referral, and identification procedures respond to under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, English learners, highly gifted, and twice-exceptional.  |  |
| d) **Monitors the** screening, referral, and identification processes **for consistent implementation across** the LEA. |  |
| e)  Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/ **guardians,** students, and the community-at-large.  |  |
| 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. |  |
| **Ideas for Strengthening the Standard:** **Sources of Evidence:**  |

**STANDARD 2: Comprehensive Programming within 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.***

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| **NC AIG Program Practices****Standard 2** | **LEA Response** |
| a) Delivers an AIG program with comprehensive services that address the **academic and intellectual** needs of gifted learners, across all grade levels and learning environments **through collaboration with a variety of personnel.** Services are aligned to **students’ advanced learning needs and** AIG identification. |  |
| b) **Delivers an AIG program with comprehensive services that address** the social and emotional needs of **gifted learners, across all grade levels and learning environments** through collaboration **with a variety of personnel based on student needs.** |  |
| c) Integrates and connects **the** AIG **program and** serviceswith the **district’s priorities** and resources **through** policy and practice**.** |  |
| d) Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs. |  |
| 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. |  |
| f) Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points. |  |
| 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. |  |
| h) **Develops mindsets, policies, and practices** to **promote equity and excellence by** **broadening** access to advanced learning opportunities **through a variety of intentional** efforts, **including talent development, at all grade levels.** |  |
| i)Enhance**s** and further develops the needs, **talents**, and interests of AIG students **through** **extra-curricular programming.** |  |
| **Ideas for Strengthening the Standard:** **Sources of Evidence:**  |

**NC AIG PROGRAM 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.*

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| **NC AIG Program Practices****Standard 3** | **LEA Response** |
| a) Adapts the NC Standard Course of Study (SCOS) K-12 to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate through the use of differentiation strategies, including enrichment, extension, and acceleration. |  |
| b) Employs diverse and effective instructional practices according to students’ identified abilities, readiness, interests, and learning profiles to address a range of learning needs at all grade levels. |  |
| c) Incorporates a variety of evidence-based resources that enhance student learning. |  |
| d) Fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, **curiosity,** and leadership. |  |
| e) Uses on-going assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices. |  |
| f) Addresses the social and emotional needs of AIG students through affective curricular and instructional practices.  |  |
| g) Cultivates and develops the potential of young (K-3) students **with early intervention and talent development opportunities** through purposeful and intentional differentiated curriculum and instruction. |  |
| h) Develops and implements differentiated curriculum and instruction that addresses the **academic and intellectual** needs of gifted learners, across all grade levels, **through collaboration with a variety of personnel based on student needs.** |  |
| i) Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/ **guardians** to ensure effective programming, provide a continuum of services, and support school transitions. |  |
| **Ideas for Strengthening the Standard:** **Sources of Evidence:**  |

**NC AIG PROGRAM 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.*

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| **NC AIG Program Practices****Standard 4** | **LEA Response** |
| a) Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan. |  |
| b) Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social and emotional needs of **K-12** gifted learners. |  |
| 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. |  |
| d) Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.  |  |
| **e) Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds.** |  |
| **f) Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.**  |  |
| **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.** |  |
| **Ideas for Strengthening the Standard:** **Sources of Evidence:**  |

**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.*

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| **NC AIG Program Practices****Standard 5** | **LEA Response** |
| a) Develops **intentional, two-way** partnerships with parents/ **guardians** to support the following needs of AIG students: * academic and intellectual
* social and emotional
 |  |
| **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~~s~~ and services. |  |
| 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. |  |
| **d) Informs all students, parents/guardians, and the community of the following:*** **Local AIG Plan**
* **Local AIG program services**
* **Policies relating to advanced learning and gifted education**
* **Ways to access opportunities available to AIG students**

**Communication is ongoing and responds to the diverse language needs of the community.**  |  |
| **Ideas for Strengthening the Standard:** **Sources of Evidence:**  |

**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.*

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| **NC AIG Program Practices****Related to Standard 6** | **LEA Response** |
| a) Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. 115C-150.5-.8 {Article 9B}), which has been approved by the local board of educationand sent to SBE/DPI for review and comment. |  |
| 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. |  |
| 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. |  |
| d) Maintains **and** analyzes **multiple sources of** student achievement and growth **data**, **as well as** annual drop-out data for AIG students. **Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.** |  |
| 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.** |  |
| 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.** |  |
| g) Elicits regular feedback from students, parents**/guardians**, families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program. |  |
| h) **Facilitates a comprehensive evaluation of the local AIG program** **utilizing** multiple sources of data to revise the local AIG plan **every three years.** |  |
| i) **Shares** all data from local AIG program evaluation **with school and district personnel, students, parents/guardians, families, and other community stakeholders.** |  |
| j) 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. |  |
| **Ideas for Strengthening the Standard:** **Sources of Evidence:**  |