

**Overview: Mission/Vision Statement and Funding**

**New Hanover County Schools (650) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

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New Hanover County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, and 2021). 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 aligned 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 2022-2025. 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 comment.

For 2022-2025, the New Hanover County Schools local AIG plan is as follows:

\* Mission and/or Vision Statement(s)

**New Hanover County Schools Vision for local AIG program:**

Of the many definitions of giftedness, no one definition is universally agreed upon. In North Carolina it is accepted that "academically or intellectually gifted students" exhibit high performance capability in intellectual areas, specific

academic fields, or in both intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor." (North Carolina. Gen. Stat. § 115C-150.5)

The Academically and/or Intellectually Gifted program in New Hanover County is structured to ensure equitable access for all students, considering multiple factors including cultural, linguistic, socio-economic backgrounds and twice-exceptionality when assessing students during the nomination and identification process. Instruction and program development is designed to align with the individual needs of our gifted students. With the continual evolution of content and skills, rigorous and relevant curriculum is an important component to the growth of advanced learners. It is our duty to create an environment in which our gifted students can flourish. It is also our duty to educate parents, the community, and educators about their characteristics, social and emotional needs, and the resources available to ensure their success. Through sound and equitable identification practices, challenging and differentiated curriculum, face-to-face and virtual professional development, comprehensive programming, partnerships, and transparent accountability, our district will continue to build a program for gifted students that will not only prepare them for college and career, but create a desire for continual growth and community involvement. New Hanover County Schools recognizes and supports the need for gifted programming and continued advocacy for gifted student rights to an outstanding education.

The purpose of the AIG plan is to ensure services for the academically and/or intellectually gifted students that perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience or environment. Academically and/or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields. Academically and/or intellectually gifted students require differentiated education services beyond those ordinarily provided by the regular educational program. Advanced abilities are present in students from all cultural groups, across all economic strata and in all areas of human endeavor.

## FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 2,711,045.00	* \$ 450,209.00	* \$ 36,601.00	* \$ 0.00

## Standard 1: Student Identification

### New Hanover County Schools (650) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

#### 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 for every student to show their strengths and talents.

**District Response:** While screening and referrals occur in all grade levels K- 12, New Hanover County Schools (NHCS) has developed a universal screening process in the third grade with every third grade student participating in a screening assessment. One of the goals of the screening process is to find students who may not be referred through traditional nomination processes. Research by David Card and Laura Giuliano found that universal screening increases the representation of low-income and minority students in gifted education (Card, Giuliano, 2016). In addition, the Gifted Education Specialists (GES) receive an annual training on how to read and use the screening data by the district Testing and Accountability Department. Instructional coaches are also trained on using screening assessment data for classroom instructional purposes and for Multi- Tier Support System (MTSS).

In addition to the third grade universal screening assessment, the GES provides nurturing lessons to all K-3 students using research based critical thinking materials such as Primary Education Thinking Skills (PETS). During the nurturing lessons the GES and classroom teacher observe and collect data using the Gifted Student Ratings Scale (GSRS), PETS observational tool, and the Kingore Observation Inventory (KOI). The K-3 observational data assists in the screening process in finding students who are performing or demonstrating the potential to exhibit substantially high levels of accomplishment. The K-3 observational data is used by the school's AIG identification team, the Match Team, when students are referred for Academic or Intellectually Gifted (AIG) consideration and when developing a school Talent Pool.

In grades 4-8, student screening considerations are ongoing using North Carolina End-of-Grade (NC EOG) data, county benchmark data, classroom formative assessments and classroom academic performance. Data review is ongoing and students showing potential are added to the Talent Pool and considered for AIG nomination/referral.

In grades 9-12 student screening considerations are ongoing using North Carolina End-of-Course (NC EOC) data, Advanced Placement (AP) data, PreACT data, PSAT data, Disaggregated GPA data, and classroom formative data.

**Referral/Nomination:** Students scoring in the top ten percent at their assigned school, top 10 percent in each subgroup, or in the 90th percentile or higher on the 3rd grade screening assessments will automatically be added to the Talent Pool and considered for AIG nomination. Based on school demographics, GES are encouraged to broaden their search to review the top 20% of their school population and the top 20% of each subgroup. Students with strong observational data or artifacts will also be considered for AIG nomination/referral. GES will collaborate with ELL teachers to recognize students who are acquiring language quickly or exiting from services at a rapid pace.

Students show talents in many ways and at different times, therefore, AIG nominations for NHCS students may occur at any time or grade level from teachers, parent/guardian, peers, principal, counselor, community members, and self. AIG Nomination/Referral forms are located on the district AIG website and on each school's AIG website. Printed copies are also available at each school. Upon receipt of a completed nomination form, the GES must date and sign the form and then start the referral process. The site Match Team meets to discuss the collected data and make decisions for every nominated student. If a nomination is received after the district testing windows for the school year, the GES will still start the process, and the referral/nomination will continue at the beginning of the next school year when additional data can be collected. These students are included on the end of year transition documents that are shared with feeder schools.

Students who have been retained and are nominated for AIG will be assessed using age appropriate testing and norms instead of current grade level.

Students must be enrolled in NHCS to be referred/nominated for gifted services.

Card, D., Giuliano, L. (2016). Universal screening increases the representation of low-income and minority students in gifted education. *Proceedings of the National Academy of Sciences*, 113(48), 13678-13683. <https://doi.org/10.1073/pnas.1605043113>

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

**District Response:** Our district employs three criteria for ALG Identification: aptitude, achievement, and artifacts to screen, refer, and identify students for gifted services in grades K-12. A combination of qualitative and quantitative data is used to build a body of evidence to support gifted identification decisions.

-Aptitude is the acquired or natural ability (usually measurable with aptitude tests), for learning and proficiency in a specific area or discipline. Aptitude is documented quantitatively by a standardized, nationally-normed aptitude assessment, such as the Cognitive Abilities Test (CogAT), which could indicate the student has advanced aptitude for reasoning, thinking critically, and problem solving.

-Achievement is defined as the academic skill level attained by a student. Achievement is documented quantitatively by a standardized, nationally-normed achievement assessment, such as the Iowa Test of Basic Skills (ITBS) or the North Carolina EOG/EOC assessment which would indicate the student has achieved an advanced level of content knowledge.

-Artifacts are a collection of evidences used in the screening, referral, and identification process. In addition to parent and teacher input, work samples, and informal assessments, research based observation scales are used to identify students with potential, especially those from under-represented populations.

Artifacts may include qualitative and quantitative data:

- Observable Behaviors checklists
- Teacher's Observation (for example: TOPS, KOI, GSRS) (required)
- Parent and Teacher Checklists (required)
- Student surveys or interviews (required)
- Local, county and state assessments (required)
- Teacher formative assessments
- NC EOGs/EOCs or comparable test
- Demographic data reports
- Other Aptitude data from approved testing list
- Other Achievement data from approved testing list

- Samples of advanced work (required)
- Participation in contests, competitions, awards, community or service interests
- Student interests products created outside of or at school
- Interview

Using the above criteria, students may be identified in the following ways:

- Academically and Intellectually Gifted (AI)
- Academically Gifted in Reading and Math (AG)
- Academically Gifted in Reading (AR)
- Academically Gifted in Mathematics (AM)
- Intellectually Gifted (IG)

-AI students perform or show potential to perform at substantially high academic levels and demonstrate the ability to perform at an exceptionally high level in abstract reasoning, logical reasoning, social awareness, and synthesis when compared with others of their age, experiences, or environment.

**Identification in AI must include:**

1.) Total Composite score 90th percentile or above on an aptitude test **OR** 95th percentile or higher on Nonverbal battery on standardized aptitude test **OR** Superior rating of 97 percentile or above on an aptitude test total composite score **OR** Test scores in the top ten percent of the student's grade level at their assigned school **OR** Top 10 percent of the student's grade level within their assigned school's PowerSchool ethnic subgroups.

**AND**

2.) 90th percentile or above on a standardized achievement test in Reading and/or Math

**OR** 95th percentile or above on Reading and/or Math EOG/EOC **OR** Subtest score of 95 percentile or above on an aptitude test (For CogAT- Verbal/reading or Quantitative/math) **OR** Test scores in the top ten percent of the student's grade level at their assigned school **OR** Top 10 percent of the student's grade level within their assigned school's PowerSchool ethnic subgroups.

**AND**

- 3.) Academic and intellectual artifacts that support and/or build upon the areas of consideration
- AG, AR, and/or AM - students perform or show the potential to perform at substantially high academic levels when compared with others of their age, experiences or environment.
- Identification in AG, AR, and/or AM must include:**
- 1.) 90th percentile or above on a standardized achievement test in Reading and/or Math **OR** 95th percentile or above on Reading and/or Math EOG/EOC **OR** Subtest score of 95 percentile or above on an aptitude test (For CogAT-Verbal/reading or Quantitative/math) **OR** Test scores in the top ten percent of the student's grade level at their assigned school **OR** top 10 percent of the student's grade level within their assigned school's PowerSchool ethnic subgroups.
- AND**
- 2.) Artifacts that support and/or build upon the area of consideration
    - IG - students demonstrate the ability to perform at an exceptionally high level in abstract reasoning, logical reasoning, social awareness, and synthesis when compared with others of their age, experiences or environment.
- Identification in IG must include:**
- 1.) Total Composite score 90th percentile or above on an aptitude test **OR** 95th percentile or higher on Nonverbal battery on standardized aptitude test **OR** Superior rating of 97 percentile or above on an aptitude test total composite score **OR** Test scores in the top ten percent at student's assigned school **OR** Top 10 percent of the student's grade level within their assigned school's PowerSchool ethnic subgroups.
- AND**
- 2.) Artifacts that support and/or build upon the area of consideration
- GESs lead the collection of artifacts, samples of advanced work and administer testing as needed to nominated students. The school's AIG identification team, called a Match Team, composed minimally of the GES, the principal or designee, and classroom teacher(s), will review all available data and will determine if gifted services are required and what service the student will access.

Excellence gaps appear that show some populations of students markedly underperform relative to other demographic groups and fail to reach their potential. Recent studies provide evidence that the gaps are caused to some extent by devitalizing influences, such as bias, discrimination, poverty, and obstructive peer pressure. Using local group norms enables students' advanced abilities to surface. While the use of local norms has been controversial, a 2019 study, "Effect of Local Norms on Racial and Ethnic Representation in Gifted Education," found similar results as previous investigations; using local norms to identify students "increase learning outcomes that arise from placing students into environments that can better meet their specific learning needs" (Peters et. al., 2019).

"De-gifting" is not common practice in New Hanover County Schools and will only be used in isolated, exceptional circumstances where conclusive evidence is documented. An AIG Match Team Meeting must include all school Match Team members, school principal, and NHCS AIG Supervisor.

Peters, S. J., Rambo-Hernandez, K., Makel, M. C., Matthews, M. S., & Plucker, J. A. (2019). Effect of Local Norms on Racial and Ethnic Representation in Gifted Education. *AERA Open*. <https://doi.org/10.1177/2332858419848446>



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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, English language learners, highly gifted, and twice-exceptional.

**District Response:** NHCS utilizes AIG practices that respond to traditionally underrepresented populations in gifted programming. NHCS AIG program strives to provide equal opportunity and access to all students. NHCS AIG program strives to have each school's program reflect the demographics of its population and therefore the LEA AIG program will better reflect LEA demographics.

Gifted Specialists work closely with other departments and resource staff in the schools to ensure opportunities for all students. For example, Gifted Specialists work with English Second Language (ESL) teachers to review ACCESS testing data and other indicators of rapid language acquisition to ensure equal opportunity for English Language Learning (ELL) students. Also, in Title I schools the GES may provide more intentional talent development in efforts to increase opportunities for underrepresented populations. The goal of these efforts is to increase referrals of

underrepresented populations that lead to AIG identification. Ongoing collaboration with NHCS Chief of Diversity, Equity and Inclusion Officer, bilingual parent liaisons, and other community stakeholders to gain feedback on our program and to bridge communication between the AIG Program and home to ensure parents have adequate access to information, services and the support.

Highly gifted children and adolescents (IQ of 145+ $(+/-2)$  or greater or 99 percentile or above on an aptitude composite test) need specific differentiation. According to the National Association for Gifted Children (NAGC), the highly gifted student appears in the population at a ratio of 1 in 1,000. The comprehensive nature of the NHCS AIG screening, referral, and identification procedures includes standards to identify and respond to the needs of highly gifted students. Identification of highly gifted K-2 students who are demonstrating consistent abilities two years above grade level are handled on an individual case basis. Based on a body of evidence, the school Match Team will create a long term plan of action to address the student's needs. The plan will include advanced instruction and ongoing progress monitoring. Documented evidences must show the advanced support the student has been given in the classroom and by the GES. The district AIG Supervisor must attend Match Team meetings in regards to K-2 student screening, referral, and identification of highly gifted K-2 students.

Classroom teachers are expected to remain in the classroom to observe and record gifted characteristics and traits of individual students during K-3 nurturing lessons. The classroom teachers and gifted specialists collaborate during K-3 Nurturing to collect observable data on all students. Analysis of observable data allows the classroom teacher and the gifted specialist to provide research based critical thinking lessons to all students. Often culturally/ethnically diverse, economically disadvantaged, ELLs, highly gifted, and twice exceptional students will show potential in these lessons while they may not in traditional academic lessons. The qualitative data collected during the K-3 lessons is used when developing a Talent Pool in consideration for the gifted program.

A Talent Pool, a list of students who have demonstrated potential, is generated each year using available district and state assessments, as well as individual student performance data to ensure that all students are intentionally reviewed for advanced needs. Annual district data is collected to account for the number of students referred and identified by ethnicity and grade level. This data is monitored by the AIG Supervisor and shared with school administration to reflect and address disparities in the demographic data. Ideally, school AIG nomination data should match the whole school demographic data. The NHCS Gifted Program will also share the data with the district Equity Team in efforts to improve equity and access opportunities for all students.

In January, 2022, the total student population of NHCS was 26,015. 3,137 (12.06%) of the LEA population were identified as gifted. The breakdown of students in the district identified as gifted by ethnicity: Asian 19.66 %, Black or

African American 2.75%, Hispanic 4.77%, American Indian 8.75%, Two or More 10.51%, Pacific Islander 4%, and White 17.09%. In comparison, the total district student population breakdown by ethnicity: Asian 1.58%, Black or African American 17.74%, Hispanic 17.47%, American Indian 0.3%, Two or More 5.15%, Pacific Islander 0.09%, and White 57.63%.

Our district is working diligently to decrease the disparities. NHCS AIG Credentials Module IV provides professional development addressing the disparities in district gifted data.

NHCS third grade aptitude screener enables the collection of aptitude data on all students including underrepresented populations of students who might not otherwise be nominated for AIG. In addition, gifted specialists ensure that by third grade all students have had the opportunity to show advanced thinking skills using researched based critical thinking lessons to collect work samples for nomination consideration.

A yearly review of assessment and demographic data conducted by the gifted education specialists is shared with the program supervisor to identify trends in underrepresented populations. The AIG Supervisor collects and shares annual district demographic data as well. The purpose of this collection process is to intentionally seek out students who are showing potential and may need talent development and/or advanced opportunities. This yearly review includes quantitative data such as EOG/EOC, Preliminary Scholastic Aptitude Test (PSAT), Preliminary American College Test (Pre- Act), American College Test (ACT), Scholastic Aptitude Test (SAT), and CogAT scores as well as qualitative data such as grades and teacher input to find students who score well, show high growth, and/or show potential advanced abilities.

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

**District Response:** Processes and procedures have been created in NHCS to ensure the consistent implementation of AIG identification practices. GESs attend monthly half day training for continual updates, reviews, and implementation training for gifted program processes and procedures.

Each school maintains a trained AIG Match Team to review all data to make decisions and match service options with student needs. Each GES is required to use the district Match Team training presentation for annual Match Team training and each site Match Team member signs an attestation to document completion of training. The Match Team documents all meetings and decisions on the Match Team Record which is kept in the student's Module II file. In order

for a Match Team decision to be reached the following, at a minimum, must be present; GES, School Administrator or designee, and grade/content teacher. GESSs log Match Team meetings on a district Google Spreadsheets and on a school Match Team log that records meeting dates, members present, and decisions made. All testing decisions, excluding third grade universal screening, are made by the school Match Team and documented on the Match Team Record.

In addition, the district uses the following screening, referral, and identification documents for consistent implementation:

- Match Team Decisions and Guidelines - chart has information on beginning of the year practices, guidelines for initial nominations and transfers, processes for re-nominations, and processes for after Match Team decisions
- AIG Flowchart for Identification - illustrates district identification paths for AI, AG, and IG
- AIG Identification Folder & Procedure Checklist - this document is kept in each nominated student's folder for gifted specialists to check off the completion of the process from nomination/referral to Match Team decision
- Back Mapping Plan- Elementary, middle, and high school gifted specialists work with the AIG Supervisor to establish district timelines for identification processes at each level and publish on individual school websites. Testing timelines are also posted on the district AIG Website
- AIG Site Evidence Review- annual review document for each school. Based on site visits that review AIG Standards with the AIG Supervisor, GES, and administrator. The review is prepared by the AIG Supervisor and shared with the GES, principal, and elementary/secondary director.
- AIG Training site outlines all guidelines and procedures within the gifted program for gifted specialists. This site houses every document, resource, forms, PD, etc. related to the gifted program. All gifted specialists are asked to bookmark this resource on their computers for easy and frequent access. This site is maintained by the AIG Supervisor.
- Students Record Management Manual- Maintained through Student Support Services. This district document describes what paperwork is kept in the students' records. AIG is included in the manual and district training. The document states that a Match Team Record, and Differentiated Education Plan, if one is created, is housed in a student's Module II, including students who were referred but not identified.
- AIG Identification Compliance Check document- completed by the AIG supervisor for each school during a folder audit. The document details NHCS AIG plan expectations for identification documentation and processes

#### District Screening:

- K-3 nurturing data, including observational tools and county assessment data

- 3rd grade district universal screening
- 4-8 ongoing student screening considerations using EOG data, county benchmarks, and classroom formative assessment data
- 9-12 ongoing student screening considerations using EOC, AP, and PreACT, PSAT, and disaggregated GPA data
- Collection of artifacts as listed in Standard I, practice B

**District Referral:** Students scoring in the top ten percent at their school, in the top ten percent of a subgroup, or in the 90th percentile or higher on the 3rd grade screening assessments are considered for AIG nomination. Students with strong observational data or artifacts may also be considered for AIG nomination. Students may be referred to the gifted program at any time.

The NHCS identification process includes a collection of artifacts that provide multiple opportunities for students to demonstrate academic and/or intellectual potential.

- Artifacts are listed in Standard I, practice B

Screening, referral, and identification implementation are monitored at the elementary, middle, and high school levels by the AIG Supervisor and the site administration.

#### District Monitoring Methods:

- Scheduled site based visits with AIG specialist, site administration, and NHCS AIG supervisor to review how each site follows the screening, referral and identification process detailed in the NHCS AIG gifted plan and NCDPI AIG Standards
- Monthly AIG staff Professional Development focus on teaching and/or reviewing procedures for student screening, referral, and identification facilitated by the AIG Supervisor
- Annual site reviews of student AIG files and cumulative folders by NHCS AIG Supervisor during scheduled site based visits
- NHCS Testing Department and AIG Supervisor facilitate the AIG identification testing training, testing timelines, testing administration, and scoring procedures to ensure secure, fair and equitable testing practices across the LEA
- NHCS designates multiple testing windows for AIG and also understands that individual needs may arise.
- Individual cases must be approved by the AIG Supervisor and Testing & Accountability Dept

- Parents are notified in writing of the screening, referral, and identification processes and procedures, as well as when their child will be tested and the testing results using district formatted letters
- NHCS AIG Supervisor coordinates the purchase, creation, and/or distribution of AIG identification materials including, but not limited to, the AIG informational brochure, screening tools, Annual Parent presentation for each school, and AIG forms
- NHCS Gifted Advisory Council (GAC) school visits assists in monitoring consistency in regards to screening, referral, identification and program service delivery across the LEA
- Experienced AIG specialists mentor novice AIG specialists to facilitate consistent implementation of the screening, referral, identification and program service delivery of AIG students across the LEA
- Annual review of school AIG websites using AIG Website Review Rubric

To ensure that students who transfer to NHCS have consistent outcomes throughout the LEA:

#### Transfer Student AIG Identification:

Any student who transfers with evidence of identification in a program for academically or intellectually gifted students will be reviewed to match identification area and service options. NHCS will honor AIG identification from other NC districts. It is our goal to appropriately match student services using available data and demonstrated need. Parents are always informed of the process and Match Team decisions.

AIG students who transfer from within the LEA or another NC LEA:

1. Data manager notifies gifted specialist of transfer student who has evidence of participation in an AIG program
2. GES will review the transfer student's AIG program participation data, document all available data on the Match Team Record, and share the data with the site's Match Team
3. The site's Match team will review the data and determine appropriate service delivery options
4. Gifted specialist will document the site's Match Team decisions on the appropriate AIG forms

Students who transfer with evidence of AIG identification from out of state will be reviewed to ensure identification meets the LEA criteria. If criteria evidence is lacking the nomination process may be started. Services should meet the student's demonstrated needs as decided by the Match Team during the nomination process.

AIG students who transfer from another state:

1. Data manager notifies gifted specialist of transfer student who has evidence of participation in an AIG program

2. The GES will contact the parents/guardian to explain the transfer process
3. GES will review the transfer student's AIG program participation and record data on the Match Team Record and share the data with the site's Match Team
4. The site's Match Team will review the data and determine if criteria meets NHCS AIG identification guidelines
5. If the criteria aligns with the NHCS criteria then the site's Match Team will create a Differentiated Education Plans, or DEP, that addresses the identification area(s) and service delivery options
6. If the out of state transfer student does not meet the NHCS identification criteria guidelines then the nomination process may be started. Parents are notified and made aware of their options.
7. The site's Match Team should make a recommendation for service options during the nomination process based on the student's demonstrated needs
8. GES will document the site's Match Team decisions on the Match Team Record

#### Transfer Students from Private Schools:

1. GES meets with data manager to generate a list of NHC private school transfer students (preferably at the beginning of the school year)
2. GES will collect and review data of transfer students
3. GES will take collected data of transfer students who potentially show the need for AIG services to the site based Match Team.
4. Match team reviews data and decides on either AIG nomination, identification, and/or AIG service needs

Transfer or other students with additional data: Testing data submitted to the Match Team must be on the 'NHCS AIG Approved Tests/instruments' list. Any additional data can help build a body of evidence to support identification and can be considered by the Match Team. A qualifying achievement or aptitude test score must be at least one year current to be considered for identification purposes.

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

**District Response:** NHCS implements county-wide procedures for students nominated for the AIG program, which are articulated to AIG stakeholders through multifaceted processes. Multiple formats of communication are utilized at each

school as appropriate and applicable. These may include: Automated calls to homes, social media, flyers, emails, newsletters, or district and school webpages. In addition, all schools host an informational meeting for all grade levels about the AIG Program and disseminate brochures to interested families. All schools use the same informational meeting presentation, adding specifics about the individual school, to ensure consistent information is being shared district wide.

All NHCS procedures and policies regarding AIG students are aligned with NC State Legislature Article 9B. § 115C-150.5. Academically or Intellectually Gifted students. The General Assembly believes the public schools should challenge all students to aim for academic excellence and that academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)

Primary caretakers of newly identified students are informed that AIG identification is not clearly tied to specific services and that current services are not permanent and can change depending upon factors including performance, school population, and availability. A new DEP will be written each year for your child.

The NHCS gifted program expectations for disseminating information to all AIG stakeholders includes:

County Level:

- AIG supervisor facilitates organized parent information and/or training sessions through regularly scheduled meetings of the county Gifted Advisory Council (GAC) and its liaisons
- AIG supervisor creates and maintains a Frequently Asked Questions (FAQ) document regarding identification on the NHCS website
- AIG supervisor oversees the needed translation and distribution of AIG materials into the native language of students or their families based on the needs of the community, including interpreters for the hearing impaired
- AIG Supervisor communicates with the Public Relations department to inform parents through the LEA's website and other social media outlets.
- AIG Supervisor shares demographic data with the district Equity Team in efforts to improve equity and access in screening, referral, and identification for all NHCS students

- AIG Supervisor shares information about the gifted program at district principals meetings as needed

#### School Levels:

- Annual AIG informational meetings using the district presentation to overview the identification process and available services at the elementary, middle, and high school levels. The presentation is posted on the school's AIG website for families who were unable to attend the meeting.
- GESEs attend Open Houses and Back to School nights to share information about the AIG program
- GESEs share information at faculty and grade level meetings in regards to the screening, referral, and identification process for the gifted program. They also include the information in teacher and grade level newsletters as needed.
- GESEs create and disseminate monthly newsletters to stakeholders that highlight the school's AIG Program.
- AIG school websites include information related to the six NC AIG Program Standards and are linked to the district AIG website that has an electronic copy of the AIG plan
- Multiple paper copies of the Local AIG Plan are available at each school site
- AIG transition meetings ensure that identified students and students in the nomination process continue in the middle and high school levels
- Parents of newly nominated students receive a nomination notification letter and copy of the AIG Nomination & Identification Procedures brochure
- Parents of newly identified students receive a parent letter notifying the parent of the identification area, a copy of the Match Team Record, and a copy of the DEP.
- Parents of students nominated for the AIG Program that are not identified receive a parent letter notifying the parent of the Match Team's decision and a copy of the Match Team Record.

#### \* Practice F

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

**District Response:** NHCS documents the identification process for all nominated students by recording data on the Match Team Record (MTR)

Match Team Record documents:

- Student information
- Available testing data
- Artifacts collected, including advanced work samples and scores, data, and additional information
- Match Team Review decision and Continuation Match Team decision, if needed.

Any time the Match Team makes a student decision the Match Team signs the MTR, it is shared with the parents/guardians, and parent notification is documented on the MTR

MTRs for all identified and non-identified students are housed in student Module II folders as stated in the district Students Record Management Manual. Service options for individual AIG students are documented on the DEP. Copies of the documentation are provided to parents and the original form, signed by parents/guardians is kept in the student's cumulative record. The goal of using these forms is to effectively communicate the AIG identification process with parents and school staff members, indicate the student's area(s) of AIG identification, and identify the AIG services they shall receive. A copy of all identification, DEP, and service documentation is housed at the school in which the student is currently enrolled.

High School student documentation includes the MTR that is housed in the Module II of the student's Cumulative File and an Academic Blueprint that is kept in a secure location with the gifted education specialist. Academic Blueprints may be created as early as 7th grade depending on when the student enrolls in a high school course. Academic Blueprints are high school DEPs.

AIG Nomination for Elementary, Middle, and High School Levels:

- Students may be nominated at any time. Nomination forms can be found on all school AIG websites, district AIG website, and in printed form at each school. The initial nomination form starts the process.
- The GES will facilitate the collection of artifacts that take the whole child into account.
- A nomination folder is created for each nominated student. All collected data is kept in this folder
- Data collection includes data from parents, teachers, and students
- Once the appropriate artifacts/data have been collected it is reviewed by the Match Team and the Match team is encouraged to analyze data with an intentional focus on disproportionality to form an equitable identification process.
- Once a decision is made and is recorded on the MTR, all decisions are shared with the parents
- If the Match Team needs additional data, like testing, a testing letter is sent to the parents/guardians. The Match Team must meet again to review testing results.
- The Match Team signs the MTR each time a decision is made

- The GES must make three attempts to deliver the Match team decision to parents/guardians to obtain signature on MTR. If after three attempts a signature is not obtained, GES will document attempted delivery dates on the MTR before filing in the student Module II folder.
- The grievance policy and the NHCS AIG Procedures for Disagreements is disseminated to all identified and non-identified students' parents
- The MTR for identified and non-identified students is housed in the student's Module II folder of the cumulative file

#### AIG Initially Identified Students:

- A DEP is developed based on the area of identification, and best service options to meet the student's needs.
- This plan is developed/shared with the parent, signed, and kept in the Module II cumulative file. The DEP is reviewed and signed annually with the student's teachers and parents/guardians.
- All identified students' service options will include strategies for differentiating instruction and grouping strategies.
- When general education strategies do not support adequate progress, particularly, twice exceptional and Intellectually Gifted students, more intentionally targeted service options may be provided. IG, highly gifted, and twice exceptional students may need additional support from school resources and will be documented on their DEP
- Once a student is identified, the GES completes a PowerSchool AIG Data Input Form and gives it to the Data Manager
- Nomination folders are housed in a secure location with the gifted education specialist. A current copy of the MTR and DEP are added to the nomination folder. Nomination folders for non-qualifying students are housed at the school site for one year after the student no longer attends the school, then they are shredded.

#### AIG Identified Students:

- Each year the Differentiated Education Plans, or DEPs, are updated based on AIG program implementation and individual student need. DEPs for gifted students in grades K-9 are reviewed annually with AIG families. This annual DEP review session usually takes place in the fall of each school year and includes the GES, classroom teacher(s), parents, and school administrator. DEPs for gifted students in grades 10-12 are reviewed with gifted students, GES, and school counselors yearly and reviewed with gifted parents upon request.
- TOPS folders are given to feeder schools during transition meetings, except at the high school level. TOPS folders are housed at the middle school for one year after the student progresses to high school.

#### Procedures to Resolve Disagreement:

In accordance with Article 9B, NHCS has a procedure for resolving disagreements between parents and the school system when a child is not identified for the AIG program or concerning the appropriateness of the service options offered to an identified AIG student. These procedures relate to the processes of student referral, evaluation, identification, and the availability of approved service options. The county procedures for resolving disagreements are provided to parents once an identification decision has been made. In addition, this information is reviewed with parents at the annual review meetings.

#### Procedures to Resolve Disagreement with Gifted Placement Options Or Identification:

If a parent has a disagreement with the gifted services within a classroom or with determination of giftedness, the following steps should be taken:

1. The parent/guardian should meet with the classroom teacher and/or GES to seek a resolution.
2. If this meeting does not resolve the issue, the parent/guardian should document the concerns in a letter, outlining the parent's perspective of the situation, to the school principal requesting a written response within ten working days.
3. If a resolution is not reached, the school-based AIG Match Team should schedule a meeting to review the problem and conference with school administration.
4. If a resolution is not reached at the school level, parents should contact the following Central Office staff to seek a resolution in the order listed: 1. NHCS Supervisor of Academically or Intellectually Gifted Services 2. NHCS Director of Curriculum & Instruction 3. Chief Academic Officer 4. Superintendent
5. After these opportunities, if the grievance is not resolved through the Superintendent's review, the parents/guardians may file a petition for a contested case hearing under Article 3 of Chapter 150B of NC General Statutes.

The scope of the review shall be limited to: (i) whether the local school administrative unit improperly failed to identify the child as an academically and/or intellectually gifted student, or (ii) whether the local plan developed has been implemented appropriately with regard to the child. Following a hearing under Article 3 of Chapter 150B of the General Statutes, the administrative law judge shall make a decision that contains findings of fact and conclusion of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

Attorney's fees are not available to parents/guardians in the event they decide on due process.

## \* Ideas for Strengthening the Standard

- Schools should use Talent Pool to assist in aligning student with the school's demographics
- More collaboration with ESL to inform parents who may not speak English of the AIG Processes
- The use of a portfolio to showcase strengths of all students to include underrepresented populations and students that do not excel on tests.
- Transition into using electronic identification documentation as offered in PowerSchool
- Incorporate the use of a Talent Scout to address disparities in gifted identification in underrepresented populations, particularly in priority schools
- Develop a District Match Team for K-2 identification, assessing portfolio identification, and monitoring site based identification decisions for equity and opportunity for underrepresented populations
- Review all advanced work samples used in the identification process for cultural relevance
- AIG Supervisor and Gifted Education Specialists will research implementing a universal screener in 6th grade
- Translation of work samples

## Planned Sources of Evidence

- \* Site Visit Evidence
- \* District AIG survey data for parents, students, and staff
- \* AIG Nomination Procedures Flow Chart
- \* School Attestations
- \* NHCS Triad ID Model
- \* Match Team Records
- \* NHCS examples of exemplar artifacts
- \* Annual parent informational presentation pasted on individual school websites
- \* Audit for compliance of student files by AIG Supervisor

Type	Document Template	Documents	Document/Link
		<ul style="list-style-type: none"> <li>* Elementary, middle, and high school DEPs</li> <li>* AIG Training site</li> <li>* District AIG website</li> <li>* Match Team Logs</li> <li>* Demographic Data Collection</li> <li>* AIG ID Flow Chart</li> <li>* AIG Nomination Parent Checklist</li> <li>* Student Self Assessment</li> <li>* NHCS AIG Program Approved Tests/Instruments</li> <li>* NHCS AIG Classroom Teacher Data Report</li> <li>* AIG Identification Folder and Procedures Checklist</li> <li>* AIG Back Mapping Process Form</li> <li>* AIG School Website Rubric</li> <li>* AIG Frequently Asked Questions</li> <li>* PowerSchool AIG Data Input Form</li> <li>* Spanish translation of parent letters/forms</li> <li>* Beginning GES Handbook</li> <li>* Beginning GES Training</li> </ul>	

## AIG Standard 1 Additional Resources

 [Standard 1 - Site Visit Evidence](#)

 [Standard 1 - Nomination & Identification Procedures](#)

 [Standard 1 - Match Team Training Attestation](#)

 [Standard 1 - NHCS Triad ID Model](#)

 [Standard 1 - Match Team Record](#)

 [Standard 1 - TOPS Folder Exemplar](#)

 [Standard 1 - District Parent Presentation](#)

 [Standard 1 - Compliance Audit Form](#)

 [Standard 1 - 2022 DEP 3-8](#)

 [NHCS District AIG Webpage Blueprint DEP](#)

 [Standard 1 - HS Academic Blueprint DEP](#)

 [Standard 1 - Match Team Log for Identification](#)

 [Standard 1 - Demographic Data Collection](#)

- [Standard 1 - AIG Nomination Parent Checklist](#)
- [Standard 1 - Student Self Assessment](#)
- [Standard 1 - NHCS AIG Approved Testing Instruments](#)
- [Standard 1 - Classroom Teacher Data Report](#)
- [Standard 1 - Identification Folder & Procedures Checklist](#)
- [Standard 1 - AIG Back Mapping Process Form](#)
- [Standard 1 - AIG School Website Rubric](#)
- [Standard 1 - AIG Frequently Asked Questions](#)
- [Standard 1 - PowerSchool AIG Data Input Form](#)
- [Standard 1 - GES Success Manual](#)
- [Standard 1 - NHCS Parent Nomination Notification](#)
- [Standard 1 - NHCS AIG Does Not Qualify Letter](#)
- [Standard 1 - NHCS AIG Qualifies Late In the Year Parent Letter](#)

- Standard 1 - NHCS AIG Qualifies Parent Letter
- Standard 1 - NHCS AIG Additional Data/Testing Needed Letter
  - Standard 1 - NHCS AIG Wait & Watch Letter
  - Standard 1 - NHCS AIG Wait & Watch-no testing Letter
  - Standard 1 - NHCS AIG Wait & Watch-testing Letter
- Standard 1 - NHCS Procedures to Resolve Disagreement with Gifted Placement Options Or Identification
- Standard 1 - NHCS Match Team Transfer Student-Parent Notification

Standard 2: Comprehensive Programming within a Total School Community

## New Hanover County Schools (650) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

### Standard 2: Comprehensive Programming within a Total School Community

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

#### \* Practice A

Delivers an AIG program with comprehensive services that address the academic and intellectual needs of 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.

**District Response:** The New Hanover County Schools (NHCS) Academically and Intellectually Gifted (AIG) program provides a variety of AIG programming and services that are aligned with the North Carolina Academically or Intellectually Gifted Program Standards. Differentiated curriculum that enriches and extends the North Carolina Standard Course of Student (NCSROS) and instructional opportunities are used to address the unique needs of the gifted learner. Classroom teachers working with gifted students are expected to complete the New Hanover County AIG Credentials training, which trains teachers to serve advanced students, recognize gifted tendencies, and differentiate instruction for gifted students in the regular classroom. AIG programming consists of a continuum of services that address the academic, intellectual, social/emotional needs of gifted students in all settings and across all grade levels.

Gifted Education Specialists (GES) and regular education teachers collaborate to implement a variety of evidence-based programming to encourage the development of critical thinking, collaboration, creative thinking, communication, leadership, problem solving, and other future ready skills. General Education teachers will meet the needs of gifted students as indicated on Differentiated Education Plans with support from the Gifted Education Specialists. Advanced differentiation opportunities should be evident in lessons and address the academic and social

and emotional needs of gifted learners. Differentiation can occur in the lesson content, learning process, products to assess learning, and/or learning environments through enrichment, acceleration, and/or extensions.

Information gathered during the AIG identification process, as well as additional data accumulated after initial identification, is discussed with classroom teachers to determine which particular differentiated services are needed. Differentiated Education Plans (DEPs) are created for each identified gifted student to align the differentiated service options to the needs of the gifted student within the student's area of identification. Regular education teacher(s) delivering instruction in the area of student's identification, GE<sub>S</sub>s, school administration, and parents/guardians sign the DEPs. A gifted student's DEP is housed in the module two of the cumulative folder for access by teachers, specialists, and school counselors. In addition, GE<sub>S</sub>s provide confidential class rosters of students identified as gifted for teachers. The lists include the students' area(s) of identification so that instruction can be differentiated appropriately. When implementing AIG services the GE<sub>S</sub>s, regular education teachers, ESL teachers, and other related professionals collaborate with one another, and parents/guardians, to ensure that gifted students' diverse learning needs are met.

#### K-12 Services for Gifted Students:

In grades kindergarten through 3rd grade, the NHCS K-3 Nurturing Program provides services for all students to develop individual talents in both academic and cognitive skills. NHCS K-3 Nurturing Programming uses a variety of researched based programs and resources. District nurturing and talent development resources may include, but are not limited to:

- Primary Education Thinking Skills (PETS) (All schools use K-3)
- Bertie Kingore- Recognizing Gifted Potential
- The Problem Solver
- Tin Man Press educational materials
- Critical Thinking Tasks
- Jacob's Ladder
- Star Vocabulary
- Analogies and Visual Spatial Reasoning

#### Services in K-3:

The GES teaches nurturing lessons to all students in K-3. Each GES will facilitate a minimum of 15 nurturing lessons to each K-2 classroom and provide additional Talent Development lessons for students who show advanced

potential, contingent on the gifted specialist's scheduling demands. GESs will provide coaching and will serve as a resource to classroom teachers for additional enrichment and extension activities needed to meet the needs of high achieving students exhibiting gifted tendencies.

All K-3 students continue to participate in nurturing lessons and Talent Development opportunities until the district's universal screener is administered and formal AIG identification takes place.

AIG services for students in grades 3-8 identified as gifted in reading and/or mathematics may include:

- Differentiated curriculum and instruction designed to meet the academic and social/emotional needs of gifted students within the general education setting -Differentiation should be based on current and ongoing data and is a primary daily responsibility of the classroom teacher
- Participation in the NHCS gifted program Affective Curriculum for grades 3 through 8
- Flexible grouping options (cluster, ability, subject) to maximize advanced instruction with a teacher trained in gifted
- GES pushing in to classrooms for whole class lessons, team teaching, or to facilitate small group instruction
- Pull-out resource class with GES
- GES supporting classroom teachers through collaboration, team teaching, coaching, curriculum compacting, providing advanced resources, and professional development, including facilitating the NHCS AIG Credentials Modules, which is a local endorsement for NHCS teachers

AIG services for students in grades 3-8 who are identified as intellectually gifted (IG) may include:

- Differentiated curriculum and instruction designed to meet the intellectual and social/emotional needs of gifted students within the general education setting
- Participation in the NHCS gifted program Affective Curriculum for grades 3 through 8
- Flexible grouping options (cluster, ability, subject) to maximize advanced instruction with a teacher trained in gifted
- Guidance in organization, time management, and decision making skills
- Extra-curricular programs and events are encouraged to enhance and further develop the intellectual needs and interests of IG students
- Self-selected study topics, use of interests inventories, interest academies
- Pull out groups and/or individualized services, particularly for intellectually gifted students who have demonstrated high aptitude, but may not be achieving full academic potential

- For students whose general education strategies do not support adequate progress, more intentionally targeted service options may need to be provided. Support from additional school resources, like MTSS, may be needed
- Students who are identified as AG and IG may have their needs met through AG services and may not need to be pulled out for additional IG services

AG services for students who are identified academically and/or intellectually gifted in high school include:

- Differentiated curriculum designed to meet the academic, intellectual, and social/emotional needs of gifted students in all core subject areas, including Honors and Advanced Placement (AP) courses
- Formulation of Academic Blueprints to help students navigate a course of study that best matches their individual goals, strengths, and abilities
- Guidance in organization, time management, and decision making skills
- Accelerated course pathway options which include honors classes, AP, High School Specialty programs, and early entrance to college programs
- Opportunities for extracurricular activities, shadowing, internships, and volunteerism
- Opportunities to participate in seminars or workshops that address the social and emotional needs of gifted students
- Facilitation of student ownership in career planning
- Collaboration between GESs and counselors to guide student course and academic path selection
- Access to onsite GES for academic and social/emotional student needs

School AIG programs vary in terms of structure and service models. School AIG programs will modify service models dependent upon factors including population, demographics, and number of identified students.



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**\* Practice 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.

**District Response:** NHCS AIG program realizes that gifted students may have social and emotional needs that must be addressed in order for the students to have optimal educational experiences. NHCS has created professional development devoted to the social and emotional needs of gifted students in our local AIG Credentials Module II for teachers and other staff who work with gifted students. We have also developed a district social and emotional curriculum for students utilizing the following resources:

- "The Gifted Teen Survival Guide" by Judy Galbraith, M.A. and Jim Delisle, Ph.D.
- "I'm Not Just Gifted: Social-Emotional Curriculum for Guiding Gifted Kids" by Christine Fonseca
- "The Survival Guide for Gifted Kids" by Judy Galbraith, M.A.
- "Young, Gifted, and Black" by Theresa Perry, Claude Steele, Asa G. Hilliard III
- "Smart But Scattered" by Peg Dawson and Richard Guare
- "101 Success Strategies for Gifted Kids" by Peg Dawson and Richard Guare
- "When Gifted Kids Don't Have all the Answers" by Judy Galbraith M.A., and Ph.D. Jim Delisle

In addition to facilitating the local AIG credentials for educators and the Social & Emotional (S & E) curriculum, the GES will:

- Collaborate with members of the NHCS Social Emotional Learning & Behavior Education Division
- Attend and lead professional development to promote comprehensive support for social and emotional needs of gifted students
- Research and review books, articles, and websites that support social and emotional needs of gifted students, targeted for a variety of stakeholders (students, parents, teachers) - Titles are included on GES's website to create a resource library for stakeholders
- Utilize the MTSS team at the school for social and emotional issues of gifted students as needed \*Collaborate with other support staff (curriculum and instruction team, student services team, and/or the exceptional children's department) to problem solve the needs of gifted students
- Invite key stakeholders (teachers, counselors, elective teachers, instructional support staff, and administrators) to DEP initial and annual review meetings
- Use research based resources such as Best Practices in Gifted Education, and resources listed on the NCAGT website to support the S & E needs of gifted students
- Utilize social and emotional learning materials to address various forms of inequity

### **\* Practice C**

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

**District Response:** The gifted education program communicates and collaborates with other instructional departments within schools and district wide to ensure AIG services are integrated and gifted curriculum resources are aligned with the total instructional program. The gifted education program partners with Multi-Tier Support System (MTSS), Leadership team, School Improvement Team (SIT) team, Instructional Rounds Team, Equity Team, Student Support Team, Exceptional Children's Department, English Second Language Learners(ELL) Program, and other Departmental Teams. As a member of the NHCS Instructional Department, the AIG Supervisor is part of district initiatives in regards to gifted education and the impact and needs of gifted learners. Additionally, GESS are included in LEA initiatives and training at the school level or at monthly AIG professional development training (Reading Fundamentals, Learning Focused, Open Up Math, Thinking Maps, etc).

The gifted program routinely aligns researched based resources and materials with NCSOS and LEA programs producing materials and training for advanced classroom instruction. In addition, an AIG Curriculum Framework, developed by the AIG Supervisor and GESSs, aligns county AIG curriculum resources with content areas and grade levels. Fidelity and consistency across schools is monitored by the AIG Supervisor through regular site visits and use of the site monitoring tool. School sites provide evidences to demonstrate alignment with all AIG state standards and the local AIG plan.

The AIG Supervisor monitors funds allotted for AIG programming by NHCS. Budget decisions about professional development, resources, and equipment are driven by the AIG needs assessment and county data. The NHCS gifted program budget purchases materials and resources for all elementary, middle, and high school gifted programs. Resources and materials are purchased for each site to ensure equitable access. Each site completes an annual inventory of materials to ensure that schools have systems in place to safeguard AIG materials. Documentation of the budget is reviewed annually by the district's Finance Director. New Hanover County supports gifted education by allocating in the budget a full time GES for every elementary and middle school to ensure that the diverse needs of gifted learners are met. Currently, there are two GESS who serve the four traditional high schools. NHCS AIG program and the Gifted Advisory Council continues to advocate for full time GESS at the high school level.

The district and the AIG supervisor annually review policies that relate to AIG to ensure they are effective and based on current best practices in gifted education. Some local policies that relate to AIG are Policy 7070 Extended Instructional Programs, Policy 7074 Accelerated Preparation for College Entry, and Policy 7146 Gifted Education.

Recommendations for the NHCS gifted education program are also presented to the local Board of Education by the Gifted Advisory Council in an annual report.

\* **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: There are many efforts made by the gifted program in the promotion of grouping practices for gifted students.

- The AIG supervisor and GESSs collaborate with school administration to assist in developing procedures for intentional grouping practices
- Intentional inclusion of students in under-represented populations scoring in the top 10%
- Reviews of disaggregated data with GESSs and administrators are conducted at scheduled school site visits
- GESSs also lead collaborative planning sessions with teachers to develop and implement flexible grouping strategies for the classroom
- The AIG Supervisor discusses grouping practices with school principals and shares cluster and grouping articles and suggestions in monthly principal slide presentations
- The Testing and Accountability Department conducts an annual training for GES on analyzing data, including EVAAS, to assess, reflect, and collaborate on achievement and growth of gifted and advanced students -GESSs can then monitor the grouping of AIG students in their schools and maintain data on how the grouping is affecting student growth and the effectiveness of the site grouping practices

Gifted students should be intentionally cluster-grouped in a content area or regular education classes with AIG trained teachers. The AIG supervisor provides ongoing training to GESSs on data analysis and best practices for student grouping in monthly AIG professional development sessions. Currently, there are no local board of education policies outlining student grouping practices. Grouping practices are determined at each school site by the principal. Best practices calls for gifted students to be in a cluster grouping of at least four to eight AIG and/or high ability students in the same grade level in one class with a teacher who has shown success with gifted learners, is trained to work with them, and will devote proportional class time to differentiating for them. NHCS will utilize the Schoolwide Cluster Grouping Model to embrace diversity, increase achievement, and expand gifted services. K-12 teachers who successfully complete the AIG Credential Modules or have attained state licensure for AIG are listed on the school website.

NHCS gifted students may also be grouped in:

- A small group of AIG students with an AIG specialist
- A specialized program delivered by the classroom teacher or specialist
- A high school specialty program (early college, STEM, Lyceum, Marine Science Academy, etc.)
- Special classes to meet the individualized academic and/or intellectual needs of gifted students based on interest or academic performance
- Cooperative learning teams to promote equal accountability and positive interdependence, may be like or mixed ability groups
- Cross-graded classes and cross-age grouping of children by their achievement level in a subject area rather than by grade or age level which can also known as multi-age classrooms
- Flexible skills grouping where students are matched to skills by virtue of readiness where movement among groups is common and based on readiness on a given skill and growth in that skill
- Ability grouping where children of high ability or with high achievement levels are put into a group for differentiating their instruction
- Like-ability cooperative learning that organizes groups of learners in three to four member teams of like ability and adjusts the group task accordingly

Since grouping decisions are site based, it is the goal of the gifted program that each school will design and implement grouping practices based on AIG student achievement and growth data, and the comprehensive needs of students.

#### \* **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:** Gifted specialists advocate for their gifted students by informing all AIG stakeholders of the state law that defines AIG, Article 9B, and of the AIG services the school is providing to identified gifted students. Gifted staff at the school and district level communicate readily through email, websites, and virtual and face-to-face sessions.

AIG LEA Supervisor:

- Maintains and distributes the NHCS Success Manual for Gifted Education Specialists that includes quick guides and flow charts to support GESs

- Maintains and updates an AIG Training site for gifted education specialists
- Facilitates training to GESs at monthly half day professional development
- Creates and maintains LEA AIG website with FAQ and AIG Plan links
- Coordinates LEA PD offerings to integrate AIG services and programs
- Updates, provides training, and disseminates AIG information to school principals and other district administrators at district principal meetings
- Assists Gifted Advisory Council chairperson with agendas and presentations at meetings
- Develops Beginning Gifted Education Specialist training for new specialists.
- Develops district presentations for gifted education specialists to utilize when providing information about AIG programs and services to teachers and parents

#### Elementary, Middle, and High School Levels:

- GES attends NHCS AIG Monthly Meetings
- GES will provide a link to the LEA AIG plan on their school AIG websites
- Multiple paper copies of the LEA AIG plan is housed at each school
- AIG Services are clearly defined on school AIG website
- GESEs meet with stakeholders who work with gifted learners to inform them of Article 9B and appropriate services for these students, as it pertains to their area of identification
- Provide annual Match Team training for staff using district presentation
- Gifted rosters are shared with teachers, administrators, and counselors who work with gifted students
- Article 9B is posted on school AIG websites
- Current DEPs are filed in a student's Module II folders and can be accessed by appropriate stakeholders
- Provide ongoing notification of gifted student services and programs to teachers and schools

#### Elementary and Middle School Levels:

- Parent, classroom teachers (in area identified), GES, and an administrator sign and date student DEPs

#### High School Level:

- Student, parent, administrator and/or counselor, and GES sign and date student DEPs/Academic Blueprint
  - \*Planning guides and extra-curricular opportunities are posted on school AIG websites
- High school GESs maintain informative websites and AIG email groups to disseminate gifted education information and opportunities

- Organizes parent meetings to help parents and students with transitions from middle school to high school in regards to advanced academic pathways

\* **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:** K-12 GESEs participate in yearly transition meetings to share information about student needs and services and to ensure the effective continuation of K-12 gifted services. During the annual transition meeting, GESEs at the elementary level will:

- Share completed transition documents for Middle School Specialists
- Document current roster with identification area and pertinent information that may impact the student's academic and intellectual success
- Transfer individual student nomination folders/data to middle school specialists

In addition to yearly transition meetings, GESEs at the middle school level will:

- Visit feeder elementary schools as requested to review gifted programming and student goals and services at the middle school level
- Host a rising 6th grade informational session to inform parents of the program and identification practices
- Include ESL teacher and/or family liaison in informational session(s) to offer translation services for families that speak a native language other than English
- Complete transition documents for High School GESEs
- When possible, have all transition documents translated for families that speak a native language other than English
- Maintain a current roster with identification area and pertinent information that may impact student academic and intellectual success
- Assist High School Specialist with the creation of the Academic Blueprint for all 8th grade AIG students

GESEs at the high school level will:

- Visit feeder middle schools as requested to review gifted programming and student goals and services at the high school level
- Host rising 9th grade informational session(s) to inform parents of the program and identification practices
- Include ESL teacher and/or family liaison in informational session(s) to offer translation services for families that speak a native language other than English
- Create Academic Blueprints for all rising 9th grade AIG students with assistance from the Middle School GES and counselors

In addition, at the beginning of each school year GESs provide confidential lists of students identified as gifted to pertinent instructional staff. The lists include the students' area(s) of identification so that instruction can be differentiated appropriately.

#### \* 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:** NHCS AIG Program provides a full continuum of services. Acceleration Guidelines contain a research-supported menu of accelerative practices that result in academic achievement gains for advanced students. A longitudinal study published in the Journal of Educational Psychology from Vanderbilt's Study of Mathematically Precocious Youth found that there are no negative effects on the long-term well-being of gifted youth from academic acceleration such as skipping grades, graduating early, or a combination of advanced educational placement methods (Bemstein et al., 2021).

The GES at the high school level collaborates with community college liaison for dual enrollment opportunities.

Acceleration options include:

- Advanced Placement courses
- Credit by Demonstrated Mastery (CDM)
- Curriculum compacting
- Concurrent enrollment
- Dual enrollment (Career and College Promise Program)
- Early college admission

- Early entrance to school
- Honors courses
- Single subject acceleration
- Whole grade acceleration
- Special schools for gifted students (NC School of Science and Math and/or NC School of the Arts)
- Early College High School<sup>1</sup> (WECHS, IBECHS)

The 1997 General Assembly passed legislation allowing a child who has reached his/her fourth birthday by April 16 to enter kindergarten if he or she demonstrates an extraordinary level of academic ability and maturity.

Early entrance to kindergarten: NHCS follows the state guidelines, as outlined in state policy. Policy ID Number: GCS-J-001 Policy Title: 16 NCAC 6E.0105 Policy delineating the standards for early admission to kindergarten. Current Policy Date: 07/09/1998 Other Historical Information: Statutory Reference: Administrative Procedures Act (APA) Reference Number and Category: 16 NCAC 6E .0105.

EARLY ADMISSION TO KINDERGARTEN - NHCS Student Support Services oversees this process. (a) To determine the eligibility of a four-year-old child to enter kindergarten pursuant to the provisions of G.S. 115C-364(d), the principal shall confer with a committee of professional educators to consider for each child the following factors:

1. **Student Aptitude.** The child shall be precocious in academic and social development and shall score at the 98th percentile on a standard individual test of intelligence such as the Stanford-Binet, The Wechsler Preschool and Primary Scale of Intelligence, the Kaufman Anderson, or any other comparable test administered by a licensed psychologist.
2. **Achievement.** The child shall be functioning from two to three years beyond the child's peers. The child shall score at the 98th percentile on either reading or mathematics on a standard test of achievement such as the Metropolitan Readiness Test, the Stanford Early School Achievement Test, The Mini Battery of Achievement, the Woodcock-Johnson, the Test of Early Mathematics Ability (TEMA), the Test of Early Reading Ability (TERA), or any other comparable test administered by a licensed psychologist, a member of the psychologist's professional staff, or a professional educator who is trained in the use of the instrument and who has no conflict of interest in the outcome of the assessment.
3. **Performance.** The child shall be able to perform tasks well above age peers as evidenced by behaviors in one or more areas such as independent reading, problem solving skills, advanced vocabulary, and some writing fluency. The parent shall submit a sample of the child's work that shows outstanding examples of ability in any

area including, but not limited to, art, mathematics, writing, dramatic play, creative productions, science, or social interactions. The principal may also require a teacher to complete an informal reading assessment of the child.

**4. Observable Student Behavior/Student Interest.** The child shall demonstrate social and developmental maturity sufficient to participate in a structured setting for a full school day. The child shall be capable of following verbal instructions and functioning independently within a group. The parent shall provide two recommendation letters with specific documentation of physical and social maturity from preschool teachers, child care workers, pediatricians, or others who have direct knowledge of the child. Useful documentation checklists include the California Preschool Competency Scale, the Harrison Scale, or any other comparable scale of early social development.

**5. Motivation/Student Interest.** The principal or principal's designee shall conduct an informal interview with the child and a more structured interview with the parent to determine if the child displays a thirst for knowledge and seeks new and challenging learning situations. (b) The parent shall present the information required by this Rule to the principal within the first 30 calendar days of the school's instructional year. All testing shall be administered after the April 16th that follows the child's fourth birthday. The principal shall decide whether to grant the parent's request for enrollment within three weeks after receiving this information. The principal may conditionally enroll the child for up to ninety days in order to observe whether the child is able to adjust to the school setting. If the principal determines that the child has not adjusted to the school setting, the principal shall deny the request for enrollment. However, before the child is exited from school, the principal shall invite the parent to assist in the development of intervention strategies for the child. If those strategies are not successful, the principal shall provide the parent at least 10 days notice before exiting the child from school so the parent may arrange childcare, if needed. (c) LEAs may require parents to supply information in addition to that required by this Rule. LEAs may also require specific tests or other measures to provide information relating to the factors listed in (a) of this Rule. (d) Early admission to kindergarten shall not automatically result in the placement of the child in the program for academically gifted students. By the time the child has been enrolled for 90 calendar days, or at any earlier time that school officials determine that the child has adjusted satisfactorily and shall be allowed to remain in school, the gifted identification team shall review the child's information to determine if the child shall receive gifted services. If the team determines that the child shall receive gifted services, it shall develop either a differentiated education plan or an individual differentiated education plan for the child.

Currently, the district utilizes the Iowa Acceleration Scale for whole grade acceleration consideration and the NHCS Subject Acceleration Checklist for subject acceleration consideration. These tools provide clear, data driven guidelines to assist schools in making acceleration decisions for individual students.

Beyond acceleration opportunities offered in the general education classroom, schools have two additional acceleration options to help meet the needs of advanced student:

1. Whole Grade Acceleration (grade advancement) for elementary, middle, and high school levels Schools will use the Iowa Acceleration Scale, which is available from the Supervisor of AIG, to collect data on students being considered for whole grade acceleration. The scale totals will be used to guide the decision making of the Match Team. If acceleration is recommended, the planning guide will assist the team in creating an acceleration plan for the student.
2. Subject Acceleration (subject skipping) for elementary, middle, and high school levels Schools will use the NHCS Subject Acceleration Scale, which is available on the AIG website, to collect data and a body of evidence for students being considered for acceleration. The scale will be used by the school Match Team to make decisions.

3. Credit By Demonstrated Mastery (CDM) is the process in which the LEA uses a body of evidence to award students credit in a particular high school level course without requiring the student to complete classroom instruction for a certain amount of seat time. NHCS follows the state guidelines, as outlined in state policy: State Board of Education Policy SBE GCS-M-001, Section 13. The procedure to determine eligibility for CDM is a two-phase process that includes:

**Phase One:**

- Student Application
- State or LEA designed test (The student must meet the score determined by the state board policy to qualify for phase II)

**Phase Two:**

- Student artifact to demonstrate deep understanding of the content
  - The school's CDM team meets to score the phase II artifact by the district timeline date. A complete CDM process guide is on the district web page and each CDM site coordinator is trained on the process annually.

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Bernstein, B. O., Lubinski, D., & Benbow, C. P. (2021). Academic acceleration in gifted youth and fruitless concerns regarding psychological well-being: A 35-year longitudinal study. *Journal of Educational Psychology*, 113(4), 830–845. <https://doi.org/10.1037/edu00000500>

**\* Practice 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.

**District Response:** NHCS local budget affords the program a full time GES at each elementary and middle school, as well as, two full time GESs to serve the four traditional high schools. This allows the GESEs to collaborate with ESL, ELL, and EC, Instructional Coaches, and other teachers to focus on intentional programming and opportunities for students who are underrepresented in the gifted program.

The AIG Supervisor is a member of the district equity team and shares information and data about the AIG program with the team in an effort to broaden access for underrepresented populations. In addition, the AIG Supervisor works with the district ESL Lead and EC Department to find additional data to support efforts in providing opportunities for English language learners and twice exceptional students. The AIG Supervisor facilitates the collection of data at each school to find students who have shown potential and may benefit from advanced course opportunities. The list of students is shared with middle school and high school GESEs and the building administrator with the recommendation of placing the students in advanced courses. In addition, the Secondary Director of Education analyzes historical data for underrepresented populations and shares it with building administrators in an effort to increase the number of underrepresented students in honors and AP courses.

While we align curriculum to the NCSCOS, the AIG Program also recognizes the importance of including culturally relevant instruction and materials. GESEs select and share units and materials to help provide culturally relevant instruction for all students. We strive to have all students identify with people and situations presented in literature and other AIG instructional curriculum.

Current strategies used in NHCS gifted program to broaden access to advanced learning opportunities:

- Nurturing program that leads to talent development opportunities
- Collaboration with Pre-K teachers to share nurturing program and provide professional development upon request
- GES collaboration with ESL to provide additional lessons or activities to nurture students with language barriers.
- Inclusion of ALL students in the K-3 nurturing lessons
- Community partnerships to enhance interests and abilities of highly gifted students
- Flexible grouping practices that allow students the opportunity to participate in advanced learning
- Intentional collection, analyzing, and sharing of data of underrepresented populations
- Extension of intentional talent development in grades 3-8 in priority schools
- Using school norms of top ten percent for AIG nomination and identification considerations
- Intentional inclusion of the top 10% of students from under-represented populations in flexible groups, AIG cluster grouping, and/or other advanced learning opportunities.
- Intentional inclusion of culturally relevant materials and literature
- GESEs collaborate with school personnel and community members to establish mentors of the same race or ethnicity

GESs at the high school level regularly review and analyze academic data of under-represented AIG populations for nomination to local, state, and national academic programs such as:

- Leadership Enterprise for a Diverse America (LEDA)
- Project Uplift (UNC Chapel Hill)
- Seahawk Leadership Conference (UNCW)
- Seahawk STEAM Academy (UNCW)
- Telluride Association Sophomore Seminar (TASS)
- Telluride Association Summer Program (TASP)
- Collaboration with the STAE program educators

High School Specialists also collaborate with other staff to establish internships and mentors for students interested in specific career based exploration.

High School Specialists advise and encourage high school students to earn one or more endorsements on their high school diploma. These endorsements indicate that students have completed specific course concentrations preparing them to be ready for careers and/or college. Based on State Board of Education policy (GRAD-007), the five diploma endorsements available to NC public school graduates are:

- **Career Endorsement** indicates completion of a rigorous course of study that includes a Career Technical Education concentration.
- **College Endorsement** indicates readiness for entry into NC Community Colleges.
- **College/UNC Endorsement** indicates readiness for entry into a four-year university in the University of North Carolina system.
- **NC Academic Scholars Endorsement** indicates that students have completed a balanced and academically rigorous high school program preparing them for post-secondary education.
- **Global Languages Endorsement** indicates proficiency in one or more languages in addition to English.

#### \* **Practice I**

Enhances and further develops the needs, talents, and interests of AIG students through extra-curricular programming.

**District Response:** New Hanover County Schools currently offers and looking for ways to continue offering these programs during remote learning situations:

- Summer Enrichment opportunities, including AIG camps facilitated by GESs when feasible and/or financial means is available
  - A variety of academic and intellectual extra-curricular opportunities, both during the school day and after school hours
    - Service opportunities unique to each school
    - Secondary AIG students participate in their school's Student Equity Team
    - Many schools offer academies for gifted students based on interests and led by experts in the community
    - Focused leadership opportunities such as but not limited to: student government organizations, BETA clubs, Honor Society
    - Opportunities for students to demonstrate and explore interests during the school year (NHCS Science Fair, Science Olympiad, Math Counts, International Baccalaureate (IBSO), Odyssey of the Mind, Best Foot Forward, Battle of the Books, All County Chorus, etc.)
    - Each school has a liaison for the Gifted Advisory Council who shares information and advocates for the betterment of the AIG program and gifted students at the individual school
    - North Carolina Governor's School
- These opportunities and more are advertised on individual schools' AIG website, in addition to newsletters, social media, and flyers.

#### \* Ideas for Strengthening the Standard

- Best Practices in Gifted Education one-pager for principals and school staff
- AIG Plan Standards one-pagers
- Clarify service options for identified K-2 students
- The AIG supervisor and the GESs will research and study cluster grouping to see if students who are purposefully placed into cluster grouped classrooms have greater achievement and growth
- Hire additional high school GESs to meet the needs at the secondary level
- Book studies that strengthen GESs and general education teachers knowledge of gifted students in regards to social and emotional needs
- Conduct AIG resource and material audits to examine and improve cultural relevance of materials
- Add a Talent Scout position to further equity efforts in regards to access and opportunity that would broaden advanced learning opportunities for underrepresented populations
- Provide additional PD to increase services to underrepresented populations

- Guide the discussion on implementing policy for students skipping Kindergarten and beginning school in the first grade.
- Collaborate with Cape Fear Community College (CFCC) to consider identified AIG freshman and sophomore students for enrollment, as stated in NC Senate Bill 366.

## Planned Sources of Evidence

* At Potential/Talent Pool Student Data Collection Form
* Site Monitoring Data
* Match Team Records
* District and School Websites
* District and School Newsletters
* District and School Social Media
* NHCS AIG Local Credentials Module II- Social and Emotional needs of Gifted Learners
* Transition Documents
* Advertisements of 8th grade Transition Meetings
* Academic Blueprint Development Meetings

Type	Documents	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A		 Standard 2 - At Potential/Talent Pool Student Data Collection Form  Standard 2- Site Visit

## Monitoring

- [Standard 2 - Match Team Record](#)
- [Standard 2 - Elementary to Middle School Transition Form](#)
- [Standard 2 - Parent HS Transition Letter](#)
- [Standard 2 - Rising Freshman Academic Blueprint Meeting Slides](#)
- [Standard 2- Middle to High School Transition Document](#)

### Standard 3: Differentiated Curriculum and Instruction

## New Hanover County Schools (650) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - 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 through the use of differentiation strategies, including enrichment, extension, and acceleration.

**District Response:** New Hanover County Schools (NHCS) students can be identified in the areas of reading, math, and/or intellectual ability. Differentiated instruction shall be provided to gifted learners to extend, enrich, and/or accelerate their content. Classroom teachers are encouraged to provide flexible instructional grouping of gifted students based on their ongoing and identified needs and/or interests. Collaboration between the classroom teacher and Gifted Education Specialist (GES) ensures clarity about the content being taught and why it is important. The key principles of differentiated instruction are:

- Student-centered instructional practices and materials are standards-based and grounded in research
- Instruction has clear objectives with focused activities to reach the objectives
- Assessment results are used to assess learning and shape future instructional decisions
- Students are provided multiple avenues to show mastery of essential content and skills, and to demonstrate their learning
- Instructional pacing, depth and complexity are varied and adjusted based on student need

Elementary and Middle School:

**K-3 Nurturing Program - All students receive instruction in critical thinking skills. Students demonstrating advanced abilities in critical thinking will be targeted for further talent development in differentiated instruction and learning opportunities.**

**Services for identified elementary and middle school students include:**

- Differentiated curriculum and instruction in language arts and/or mathematics within the general education setting
- Cluster and flexible grouping, curriculum compacting, and differentiated units match individual student needs for differentiation
- The GE~~S~~s will extend, enrich, and/or accelerate the standard course of study through co-teaching, push-in, or pull-out resource classes, in addition to consulting and collaborating with the classroom teacher(s) regarding differentiated curriculum and instruction
- Classroom teachers are responsible for the ongoing differentiation of the curriculum to meet the needs of gifted learners - Differentiation should be based on current and ongoing data
- GE~~S~~s support classroom teachers through collaboration, team teaching, coaching, providing resources, and/or professional development, including facilitating the local AIG Credentials Modules
- Intentional culturally responsive instruction
- Gifted and high ability mathematics student placement in accelerated and/or advanced mathematics courses and classes, which may include high school courses in middle school, is based on current legislation, high achievement levels, and/or other data decided upon by the district. Advanced elementary math students should be intentionally cluster grouped for advanced math instruction.
- The GE~~S~~ will individualize services for students requiring a higher instructional intensity level. Highly gifted children and adolescents (IQ of 145(+/-2) or greater or 99 percentile or above on an aptitude composite test) need specific intervention. This small percentage (1-2%) of students may require radical acceleration, dual enrollment, early entrance, specialized counseling, long-term mentorships, or participation in a specialized classroom or school for gifted students. (Also addressed in Standard 1, Practice C)

**High School:**

During the yearly review of Academic Blueprints, the GE~~S~~ assists gifted students with course selection and enrichment opportunities to differentiate their learning options and best meet the needs of each individual student. GE~~S~~s advise and encourage students to take advanced courses to satisfy high school graduation requirements. Policy GRAD-008: Advanced Courses Satisfying Graduation Requirements. Students may earn Credit by Demonstrated Mastery(CDM) in

a course through an assessment and performance based task. Classroom teachers are responsible for differentiating the curriculum within the honors and Advanced Placement (AP) courses to meet the needs of gifted learners. Teachers of honors courses at the high school level must utilize the North Carolina Honors Level Implementation Guide and the Honors Level Course Rubric established by the North Carolina Department of Public Instruction to address rigor, relevance, and relationships in honors level courses. Teachers of AP courses must utilize the detailed set of college-level expectations as prescribed by the College Board. AP teachers design their own syllabi with these standards in mind and must submit their course syllabi to the College Board through a process called the AP Course Audit.

Gifted students may also select to take dual enrollment college classes through the Career and College Promise Program at the high school level or to apply for one of the signature NHCS programs:

- International Baccalaureate (Hoggard High School)
- Isaac Bear Early College High School (UNCW)
- Lyceum Academy (New Hanover High School)
- Marine Science Academy (Ashley High School)
- STEM Program (Laney High School)
- Wilmington Early College High School (CFCC)
- SEATech High School (CFCC)

High School GESs support classroom teachers by pulling failure reports of AIG students, consulting and advising students using the Academic Blueprint, and offering professional development, including facilitating the local AIG Credentials Modules. GES collaborates with Community College Liaison to discuss options for post-secondary pathways, enrollment, and other aspects of attending college classes.

High School GESs support students through a wide range of services including counseling, advising, communicating advanced enrichment opportunities, leadership opportunities, summer enrichment opportunities, volunteer and community service opportunities, Governor's School information, scholarship details, providing PSAT, SAT, and ACT preparation materials and guidance, arranging college admission speakers, guidance through the college application and essay development process.

While services at each school may differ, the AIG Supervisor conducts site visits to monitor the implementation of the district's AIG Plan and AIG state standards for gifted education.

## **Practice B**

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

**District Response:** GESEs and classroom teachers use local, state, and national standards to align and expand curriculum and instructional plans. Using data from sources including county and state assessments, IEP/DEP documentation, pretest assessments, observational notes, entrance/exit slips, and classroom assessments instruction is paced in response to the student's individual needs.

NHCS provides a continuum of AIG programming to allow for the diversity of individual needs of AIG students and to implement a variety of evidence-based programming options for acceleration and enrichment. Instructional services for AIG students will be differentiated based on identification, performance, and data collected through ongoing assessments. In an effort to differentiate and meet the varied needs of gifted learners, students may receive services tailored to their individual needs. ALL identified gifted students will receive services. SOME identified gifted students may receive strategically targeted services in addition to the core instruction to target the student's learning needs. FEW identified gifted students who demonstrate the greatest intellectual need and have not sufficiently responded to the previous services on the continuum require intensive targeted services.

Best practices for ALL AIG students include the following instructional practices:

- Ongoing progress monitoring and attention to affective needs
- Placement in classes where the teachers have knowledge of the characteristics of gifted learners and usage of proven strategies (e.g., curriculum compacting, acceleration, and grouping) as demonstrated by completing district level training (NHCS Local AIG Credentials)
- Small differentiated group instruction and challenge activities
- Pre-assessments to prevent repetition and re-teaching of content students have already mastered
- Use of data from pre-assessments that allows students who have demonstrated mastery of the content to move on to a more rigorous and appropriate level
- Provide opportunities for high ability students to move through the curriculum at a faster pace

Gifted learners can handle content that is deeper, more complex, and more abstract than the regular grade level instruction provides.

- Requires pre-assessment, curriculum differentiation, and consistent ongoing assessment

- Higher order thinking skills should be embedded
- Instructional opportunities based on student strengths and interests

GESs and classroom teachers should utilize current evidence based instructional practices that differentiate content, process, and product for our gifted learners based on their readiness, interests, and learning profiles. These practices may include, but not limited to:

- Active Engagement
- Curriculum Compacting
- Conceptual Discussions
- Extensions
- Flexible Assessments
- Flexible tasks
- Flipped classroom
- Independent Learning Contracts
- Interest inventories that drive content, process, or product choices
- Pre-assessments
- Problem- Based Learning
- Small Group Instruction
- Simulations
- Debates
- Socratic/Paideia Seminar
- Subject Integration
- Thinking Maps
- Tiered assignments
- Vary Levels of Complexity
- Vary Pacing
- Vary Tasks

Differentiated instructional practices will involve grouping students. Grouping strategies for ALL identified AIG students may include:

- Cluster grouping
- Cooperative learning teams

- Cross-grade classes, cross-age grouping
- Flexible skills grouping
- Ability grouping
- Cooperative learning teams of similar ability
- Regrouping by achievement for subject instruction
- Within class performance grouping

SOME identified AIG students may receive strategic targeted instruction, in addition to the core instruction, so that ceilings are not placed on learning. These options may include everything listed in the ALL section and may also included but not limited to:

- Competitions or advanced clubs
- Complexity and Depth of learning
- Conceptual learning
- Curriculum compacting
- Goal setting for college planning
- Honors, Advanced Placement courses
- Method of inquiry
- Pull out Grouping

FEW identified AIG students receive intensive targeted services. These services are provided to gifted learners who demonstrate the greatest academic and intellectual need and have not sufficiently responded to the previous services on the continuum. These services may in some cases replace core instruction. The duration of the targeted services may be extended for a longer period of time and varies based on student assessment and progress monitoring data. These options can include everything listed in the ALL and SOME sections and may also include but not limited to:

- Single subject acceleration
- Whole grade skipping
- Early entrance to school
- Concurrent enrollment
- Mentorships and Internships
- Early College admission
- Credit by Demonstrated Mastery (CDM)
- Dual Enrollment Learning (Career and College Promise Program)

- Extra Curricular Programs
  - Special Schools for the Gifted (ex. NC School of Science and Math and Governor's School)
- GESSs provide professional development and support for classroom teachers through facilitating the NHCS AIG Local Credentials training.

The training modules include:

- Module 1 - Introduction to Gifted Education
- Module 2 - Social and Emotional Needs of Gifted
- Module 3 - First Steps to Differentiation
- Module 4 - This module is still under development with an anticipated project completion of Fall 2022. (Possible topic for this module - Identification and development of students in underrepresented populations)
- Refresher Module - This module is still under development with an anticipated project completion of Fall 2022. (Review and updates in Gifted Education practices)

\* **Practice C**

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

**District Response:** The Supervisor of AIG and GESEs maintain a gifted education resource library for the district and each school site, including books and program manuals that support current research in gifted education and LEA initiatives. These researched-based materials help ensure best practices for gifted learners are consistently implemented throughout the county.

Evidence-based resources at each site may include:

Elementary Level:

- K-3 Nurturing Program-Primary Education Thinking Skills, or PETs program
- Kingore Observational Inventory (KOI) and Planned Experiences K-6
- Grades 3-5 - Jacob's Ladder, William and Mary resources for ELA and math, Junior Great Books, SAT Vocabulary, Problem Solver
- Socratic and Paideia Seminar resources, InterAct Simulations, and Zaccaro Challenge Math resources

## Middle School Level:

- William and Mary resources for ELA and math
- Problem Solver
- Content-based choice menus
- Socratic and Paideia Seminar resources
- InterAct Simulations
- Jacob's Ladder
- Zaccaro Math Challenge Resources

## High School Level:

- Honors aligned curriculum
- Advanced Placement curriculum
- Socratic and Paideia Seminar resources
- William and Mary resources for ELA

The AIG Supervisor and GE<sub>S</sub>s continuously align the AIG resource materials to NCSCOS and LEA pacing guides, as well as create units of study for classroom use with advanced students. District training is provided to all stakeholders involved in implementing the units and using advanced resource materials. NHCS has adopted curriculum in ELA and mathematics for all students. The AIG Supervisor and GE<sub>S</sub>s work with district Instructional Department members in Language Arts and Math to incorporate research based gifted resources to complement the district curricular initiatives. All of the instructional resources created by the gifted program are available on the AIG Training site for easy access for the GE<sub>S</sub>s.

### \* Practice D

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

**District Response:** NHCS AIG program integrates opportunities to develop future-ready skills within a real world context. Research indicates that curiosity is critical to academic performance and joined with conscientiousness can have as much of an impact on achievement as intelligence. Fostering student curiosity can have a direct impact on student engagement, interest, and assist students in driving their learning (Gruber et al., 2014).

These skills might include the following:

- Professional development for all stakeholders, particularly GESs, classroom teachers, and administrators. Guest speakers and presenters at monthly AIG PD
- Opportunities for collaboration and curriculum development incorporating future-ready skills among gifted specialists and cross-curricular teaching teams and departments
- Opportunities to apply learning in real life contexts such as Odyssey of the Mind, Science Olympiad, Debate, and Interest Academies
- Partnerships with community organizations for learning service projects and community service projects through the Honors Service Learning high school course and/or the AP/IB and WE programs
- Mentoring, job shadowing, internships or apprenticeships with local businesses
- Opportunities for students to have critical discussions and dialogue with like-minded peers, such as in student debates and instructional seminars, AP Capstone, and Model UN
- Opportunities are offered in a virtual or digital format when face-to-face meetings are not permitted.

Gruber, M. J., Gelman, B. D., & Ranganath, C. (2014). States of Curiosity Modulate Hippocampus-Dependent Learning via the Dopaminergic Circuit. *Neuron*, 84(2), 486–496. <https://doi.org/10.1016/j.neuron.2014.08.060>.

\* **Practice E**

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

**District Response:** NHCS employs consistent assessment practices with all students. State level benchmarks, county assessments, and pre & post assessments are used to drive instruction and inform grouping of students. GESs are required to review and analyze gifted student data on an ongoing basis. Statewide assessment data is used to reflect on the effectiveness of gifted services and grouping decisions at each school, to collaborate with other instructional staff, and to plan success strategies for gifted students in the future. GESs request to collaborate with administration in planning grouping and placement of AIG students. GESs participate in district and school level training on student data analysis and how to use it effectively.

GESs support classroom teachers in implementing differentiated instruction and flexible classroom grouping strategies based on disaggregated student data, like the NC Check-ins. On-going assessment data is utilized to drive

instructional decisions and to support the growth of gifted students. GE<sup>S</sup>s assist general education teachers in creating pre-assessments to match instructional decisions and student grouping with student needs.

Assessment data in regards to gifted education are reviewed at site visits with the AIG Supervisor. Annual data is reviewed using the AIG Data and Demographic collection form.

\* **Practice F**

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

**District Response:** NHCS AIG program recognizes the importance of meeting the social and emotional needs of gifted students. The district will continue to ensure that the types of curriculum resources we implement address the specific social and emotional needs of advanced learners. We have created an Affective Curriculum with special units of study to utilize at targeted grades that focus on the social and emotional needs of AIG students.

The AIG Supervisor and the GE<sup>S</sup>s developed and implemented a social and emotional curriculum for gifted students. The curriculum is available to all GE<sup>S</sup>s on the AIG Training site and the resources used were purchased using the gifted budget for each school. Included in the curriculum is a pre and post student survey to have students reflect on their participation and for instructors to assess changes in students' feelings and attitudes.

The Affective Curriculum implements all or parts of the following resources:

- *The Gifted Teen Survival Guide* by Judy Galbraith, M.A. and Jim Delisle, Ph.D.
- *I'm Not Just Gifted: Social-Emotional Curriculum for Guiding Gifted Kids* by Christine Fonseca
- *The Survival Guide for Gifted Kids* by Judy Galbraith, M.A.
- *Smart But Scattered* by Peg Dawson and Richard Guare
- *101 Success Strategies for Gifted Kids* by Christine Fonseca
- *When Gifted Kids Don't Have All the Answers* by Judy Galbraith M.A., and Ph.D. Jim Delisle

Another way NHCS addresses this practice is the inclusion of social and emotional training in the AIG Local Credential course for general education teachers. To encourage secondary teachers to earn their credentials, a component was added for participants to earn digital literacy credits for completing the local AIG Credentials Module II for high school teachers while learning about the social and emotional needs of their gifted students.

Other evidences of addressing social and emotional issues include:

- Gifted Education Specialists are required to include a 'Social and Emotional' page of resources on their school website. Websites are audited annually.
- Gifted Information Sessions and Advocacy (GISA) with guest speakers who offer support and informative discussions about the social and emotional needs of gifted
- Collaboration with guidance counselors. AIG Supervisor and gifted specialists are invited to district counselor meetings. Counselors at the elementary, middle, and high school levels provide social and emotional support through small groups, intentional lessons, and one on one counseling of students as needed
- Gifted specialists intentionally incorporate social and emotional issues into instruction and planned discussions
- High School gifted specialists go to each middle school in the spring and meet with every identified 8th grader to discuss the high school transition and plan a purposeful advanced course path
- Gifted Specialists support general education teachers with materials and insight on the social and emotional needs of gifted learners

Implementation of an Affective curriculum to address the needs of gifted learners will differ at each school. Some schools may schedule class time with the GES or the school counselor, while others may incorporate S & E in instruction and units of study. The NHCS AIG program continually strives to increase S & E opportunities at the secondary level.

#### \* Practice 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.

**District Response:** The purpose of the NHCS Nurturing Program is to develop talents and provide critical and creative thinking opportunities for all students in grades K-3. Whole class nurturing lessons provide opportunities for all students and also help classroom teachers and GES identify students who show potential and need further talent development. Each school has a GES who uses the Primary Education Thinking Skills (PETS), a curriculum for higher level thinking, in grades K-3.

Classroom teachers should remain in the room during PETS lessons to observe student behaviors and record students showing the lesson's targeted behaviors. These observations are used to help form small groups for further talent development.

In addition to the whole class nurturing lessons and talent development opportunities, GES should collaborate with K-3 teachers and provide resources to support advanced learning for students who have demonstrated a need and readiness for more rigorous learning. The use of K-2 district assessments are also used to support students who may need advanced academic instruction. Some schools may use flexible groups consisting of the top performing ten percent of the school's population demonstrating the potential to perform at advanced levels when compared to grade and age level peers.

Some additional K-3 advanced resources available at each school include, but not limited to:

- Kingore Observational Inventories (KOI) and Planned Experiences
- Jacob's Ladder primary fiction and nonfiction resource manuals with supplementary books
- Tin Man Press materials
- Problem Solvers
- Zaccaro's Primary Challenged math book
- Marcy Cook resources
- Extensive collection of Thinklab games to enhance thinking skills
- Multiple analogy teaching resources

Elementary GE<sub>S</sub>s are responsible for:

- Facilitating a school-wide K-3 Nurturing program, including an analogy unit in third grade
- Providing resources and instructional support for classroom teachers and/or providing individual and small group instruction to students who have demonstrated advanced potential
- Using and sharing K-3 resources from the NHCS AIG Curriculum Framework and school AIG resources

#### \* **Practice 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.

**District Response:** NHCS recognizes gifted students are AIG all day, every day. In order to meet our students' needs, collaboration among all staff is essential when developing appropriate curriculum and instruction. The AIG Supervisor works with Directors and ELA/ math leads in the Instructional Department to implement differentiated classroom curriculum and instruction materials and resources to use with advanced learners. GE<sub>S</sub>s facilitate the local AIG

Credential Modules at their assigned schools. Part of the training requires teachers to effectively differentiate lessons for advanced learners. GESs collaborate with all teachers to assist and plan the differentiation of the standard curriculum for gifted students. GESs provide additional training for classroom teachers on how to use advanced resources and materials as part of their instruction. GESs also model how to use advanced lessons and units created by the AIG team. While NHCS has processes and procedures to assist in accelerating students, each school is responsible for creating a school plan that allows gifted students to accelerate when needed. This process is documented and discussed with the AIG Supervisor during school site visits.

GESs ensure collaboration by:

- Attending monthly AIG Professional Development training to learn research based strategies and facilitate learning at individual sites
- Attending grade level and/or department meetings
- Leading and participating in PLCs
- Email communications
- Data analysis meetings
- Scheduling time specifically for collaboration with regular education teachers
- Participating in the MTSS process for advanced and AIG identified students
- Working with special education teachers to meet the needs of twice exceptional students
- Consulting with English as a Second Language teachers to make sure that English Learners have access to differentiated instruction, as need
- Work closely with guidance counselors to address the academic and emotional needs of students \* Planning with teachers and the instructional coach to meet the needs of gifted learners in the regular classroom, particularly when differentiating core instruction and small group instruction

**\* Practice I**

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

**District Response:** NHCS recognizes the importance of meeting every student's instructional needs. As elementary and middle school gifted students transition from year to year, the DEP will reflect the services that best align with the

students' needs. K-8 DEPs are reviewed and signed annually with classroom teachers, gifted education staff, administrators, and parents. The signed DEP is placed in the student's Module II cumulative folder. (More details about the creation of the DEP can be found in Standard One, practice F)

High school students have a four year DEP called an Academic Blueprint. This plan allows for purposeful planning of student interests and goal setting, participation and recognition, and college preparations, in addition to service options and annual review documentation. During annual review meetings the DEP and Academic Blueprints will be updated to reflect the student's needs. GESs meet with students regularly to update the Academic Pathways for Acceleration section of the Academic Blueprint. Copies are included in students' Module II.

High school GESs participate in registration and scheduling meetings for gifted students in grades 8- 12. GESs also host an annual parent meeting where the Academic Blueprint is explained, as well as the transition of gifted services in high school.

When developing support documents for the needs of twice exceptional students, GESs should be included. EC teachers are included in planning the instructional needs and services for twice exceptional students documented on the student's DEP.

#### \* Ideas for Strengthening the Standard

- Implement the usage of the PowerSchool DEP and criteria for identification options
- Create module four for credentials with and by Fall of 2022
- Develop a refresher for credentials that includes updated module information.

#### Planned Sources of Evidence

- \* PD offerings
- \* CDM support district documents
- \* AIG monthly PD agendas

	<ul style="list-style-type: none"> <li>* AIG Local Credentials Canvas site</li> <li>* AIG school and district websites</li> <li>* Gifted Education Specialists' schedules</li> <li>* GISA agendas</li> <li>* AIG Curriculum Framework document</li> <li>* Site AIG Inventory documents</li> <li>* DEPs and Academic Blueprints</li> </ul>						
<b>Type</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #003366; color: white;">Documents</th> <th style="background-color: #003366; color: white;">Document Template</th> <th style="background-color: #003366; color: white;">Document/Link</th> </tr> </thead> <tbody> <tr> <td>AIG Standard 3 Additional Resources</td> <td>N/A</td> <td> <ul style="list-style-type: none"> <li>• <a href="#"><u>Standard 3- CDM School Procedures</u></a></li> <li>• <a href="#"><u>Standard 3 - CDM Student Application</u></a></li> <li>• <a href="#"><u>Standard 3 - CDM Family Process Chart</u></a></li> <li>• <a href="#"><u>Standard 3 - CDM FAQs</u></a></li> <li>• <a href="#"><u>Standard 3- CDM Review Panel Process Chart</u></a></li> <li>• <a href="#"><u>Standard 3 - CDM Timeline</u></a></li> <li>• <a href="#"><u>Standard 3 - AIG Curriculum Framework</u></a></li> <li>• <a href="#"><u>Standard 3- Elementary</u></a></li> </ul> </td></tr> </tbody> </table>	Documents	Document Template	Document/Link	AIG Standard 3 Additional Resources	N/A	<ul style="list-style-type: none"> <li>• <a href="#"><u>Standard 3- CDM School Procedures</u></a></li> <li>• <a href="#"><u>Standard 3 - CDM Student Application</u></a></li> <li>• <a href="#"><u>Standard 3 - CDM Family Process Chart</u></a></li> <li>• <a href="#"><u>Standard 3 - CDM FAQs</u></a></li> <li>• <a href="#"><u>Standard 3- CDM Review Panel Process Chart</u></a></li> <li>• <a href="#"><u>Standard 3 - CDM Timeline</u></a></li> <li>• <a href="#"><u>Standard 3 - AIG Curriculum Framework</u></a></li> <li>• <a href="#"><u>Standard 3- Elementary</u></a></li> </ul>
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Inventory.

• Standard 3 - Middle School Inventory List

• Standard 3 - High School Inventory

• Standard 3 - 3-8 DEP

• Standard 3 - Academic Blueprint/DEP

#### Standard 4: Personnel and Professional Development

#### New Hanover County Schools (650) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - 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:** NHCS recognizes the importance of the AIG program and the need to monitor the implementation and fidelity of the program. The district will maintain this practice by employing a full time, licensed AIG Supervisor.

The Supervisor of the AIG program is responsible for:

- Development and monitoring of the NHCS AIG Plan
- Monitoring the implementation of gifted education services through individual K-12 site visits, meeting with the Gifted Education Specialists (GES) and school administration to review how the site is following the district AIG Plan, and NCDPI AIG State Standards.
- Overseeing the screening, referral, and identification process at the district level
- Monitoring the documentation of student identification and services provided in Mod II folders
- Managing the AIG budget including material and resource selection and professional development \* Consulting with GES, classroom teachers, parents, administrators, and counselors to ensure the implementation of services for advanced learners
- Facilitating the NHC Gifted Advisory Council (GAC)
- Collecting district data using site monitoring tools
- Collecting, analyzing, and summarizing district AIG performance and demographic data
- Reviewing and analyzing data with GES at each school

- Maintaining our Partnership with Higher Education Institutes, like UNCW Gifted Education Department, for licensure, forums, and staff development for regular classroom teachers
- Facilitating Governor's School process, which includes, working with high school GESs and counselors and overseeing the Governor's School Selection Committee
- Disseminating AP/IB updates from DPI to NHCS stakeholders; gifted specialists, administrators, counselors, and testing coordinators
- Developing and maintaining district informational tools, such as an AIG district website, form letters, and AIG brochures
- Facilitating and leading monthly AIG training sessions/professional development for all K-12 GESs. Training sessions to be held virtually when face-to-face meetings are not permitted.
- Meeting and planning with regional Coordinators of Gifted Education and State AIG consultants to stay informed of and trained in current issues in gifted education
- Participating in professional development for LEA initiatives, regional, and statewide conferences to support gifted education
- Mediating parents, GESs, classroom teachers, Match Team members, and administrators in dealing with disagreements concerning all phases of the program
- Facilitating discussions and professional development in decisions for acceleration
- Facilitating the development and implementation of local AIG Credentials for classroom teachers
- Overseeing the dissemination of DPI information and district processes and procedures in regards to Credit by Demonstrated Mastery(CDM)
- Collaborate with district leadership to address gifted education in regards to LEA initiatives

**\* Practice B**

Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of K-12 gifted learners.

**District Response:** NHCS recognizes the importance of gifted education and employs a full time GES at each elementary and middle school site; with a half time position at each traditional high school. GESs employed by NHCS must be AIG certified according to NCDPI requirements. GESs who are not yet certified must follow NCDPI and NHCS guidelines to earn an AIG license.

All GESs are responsible for:

- Demonstrating alignment and implementation of all six NC AIG Standards of the AIG Plan
- Organizing, sharing, and facilitating AIG screening, referral, and identification at their site
- Maintaining accurate and current AIG paperwork on all nominated and identified students
- Following the documented process of placing transfer students
- Maintaining a school AIG website that aligns with the district's website rubric expectations as well as the Gifted Advisory rubric
- Leading professional development at the school site to support classroom teachers with meeting the needs of gifted learners
- Reviewing and analyzing ongoing, formative, benchmark, and summative data for all AIG identified students
- Developing curriculum that is aligned with the SCOS and is appropriate in rigor for gifted students
- Collaborating with staff members at the school to meet the cognitive, academic, and affective needs of gifted learners
- Responding to the academic, intellectual, and social/emotional needs of gifted students from typically underrepresented populations
- Recruiting and supporting site-based liaisons for the GAC
- Working directly with classroom teachers to develop and provide rigorous differentiation for gifted learners
- Facilitating the NHCS Local AIG Credentials for teachers at the school site or partnering with another school to offer all four modules each year
- Facilitating annual DEP reviews with AIG families
- Facilitating parent informational sessions regarding identification processes and criteria by adapting the district presentation to include the school's specific information
- Continuing professional development by participating in NHCS monthly AIG training/PD sessions
- Maintaining documentation of the demographic representation of the school's AIG program as it compares to the school's general demographic representation
- Ensuring the AIG roster in Powerschool is accurate and assisting the school's data manager in reporting to the district and in completing DPI headcounts
- Promoting extracurricular opportunities for gifted students, including intellectually gifted learners
- Advocating for gifted learners in the school; including academically and intellectually gifted students
- Facilitating the school's annual Match Team training using the district presentation, leading meetings and providing descriptive feedback via the Match Team record as documentation of decision making
- Assisting the school's testing coordinator to facilitate testing for AIG screening and identification
- Reflecting on AIG program standards and providing feedback on the quality and effectiveness of the plan
- Facilitating completion of AIG district surveys for parents, students, certified staff, and gifted specialists

### **Elementary GE<sub>S</sub>s are also responsible for:**

- Reviewing and analyzing on-going, benchmark, and summative data for students in grades K-3
- Implementing a nurturing program for students in grades K-3 that aligns with the state standards and AIG plan using PETS curriculum, and providing additional talent development support for students who demonstrate potential
- Ensuring that all third graders participate in the district analogy unit of instruction
- Supporting student transition from elementary to middle school by sharing relevant documents and data

### **Middle School GE<sub>S</sub>s are also responsible for:**

- Advising students and parents to develop alternate course paths as needed, including taking high school courses in middle school
- Assisting high school specialists and counselors in completing an Academic Blueprint for all identified 8th grade gifted students
- Supporting student transition from middle to high school by sharing relevant documents and data

### **High School GE<sub>S</sub>s are also responsible for:**

- Coordinating with middle school GE<sub>S</sub>s and counselors to complete an Academic Blueprint for identified 8th grade gifted student
- Supporting student transition from high school by facilitating college and career planning
- Purposefully planning with students and parents to communicate alternate course paths like North Carolina Virtual Public Schools (NCVPS), Credit by Demonstrated Mastery (CDM), Honors, and Advanced Placement (AP) and/or International Baccalaureate (IB)
- Disseminating information about advanced and unique opportunities for gifted students, including but not limited to Governor's School, North Carolina School of Science and Math (NCSSM), Duke TIP, available scholarships, and summer opportunities

### **\* 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:** NHCS has developed strategic professional development for AIG stakeholders, including GESs, classroom teachers, administrators, and counselors. Professional Development will be modified and presented digitally or virtually as needed. Beginning gifted specialists receive onboard training and a Beginning GES Handbook to learn role responsibilities and expectations.

#### District offerings:

- Beginning gifted specialists onboard training
- Required monthly AIG half-day training/PD sessions for all GESs. This training includes PD that the GES in turn shares with individual school sites
- NHCS AIG Local Credentials for ELL, EC, CTE, elective and classroom teachers, counselors, administrators and instructional staff
- NHCS AIG Local Credentials Refresher course for ELL, EC, CTE, elective and classroom teachers, counselors, administrators and instructional staff after 5 years of completing initial credentials training.
- AIG Local Credentials Modules specifically for high school teachers
- Collaboration with counselors by GES at K-5 level for social and emotional needs, 6-12 for course work and social and emotional needs, and AIG Supervisor and/or high school gifted specialists attend counselor meetings on PD for purposeful course planning and affective curriculum
- AIG PD offerings at the annual NHCS Summer Institute
- Out of district offerings for AIG stakeholders include: Virtual workshops, such as the NCSSM webinars

The AIG Training site has a library of AIG related PD offerings that gifted specialists can use to support continued gifted education at individual sites.

#### \* 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:** The goal is to have all gifted students in elementary, middle school, and high school clustered with teachers who have earned their NHCS Local AIG Credentials or AIG add-on license. NHCS will utilize the Schoolwide Cluster Grouping Model to embrace diversity, increase achievement, and expand gifted services. K-12 teachers who successfully complete the AIG Credential Modules or have attained state licensure for AIG are listed on the school website. When it is not possible to place an identified AIG student with a teacher who has received the appropriate

training, the teacher will participate in the training that school year. Credentialed teachers are encouraged to take the Refresher Module as part of their continuing education toward renewing their NC Teaching License.

NHCS has fully implemented NHCS Local AIG Credentials for K-12 classroom teachers and other staff who work with gifted students. The Credentials are updated as state and county policies change as well as when new research is pertinent. Each school will offer the NHCS AIG Credentials Modules annually, facilitated by the GES, to teachers of gifted students. Site visits by the AIG Supervisor will document if the credential courses were offered at each school and that students are in classes with teachers who have earned their local credentials or add-on license.

NHCS Local AIG Credentials course is a combination of face to face/virtual meetings, CANVAS professional development, and independent assignments offered in multiple modules:

- Module 1 - Introduction to Gifted Education
- Module 2 - Social and Emotional Needs of Gifted
- Module 3 - First Steps to Differentiation
- Module 4 - This module is still under development with an anticipated project completion of Fall 2022. (Possible topic for this module - Identification and development of students in underrepresented populations)
- Refresher Module - This module is still under development with an anticipated project completion of Fall 2022. (Review and updates in Gifted Education practices)

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

**District Response:** NHCS recognizes the potential to bring unintended biases to the process of recruiting and retaining AIG-licensed professionals, and addresses this by taking a holistic approach towards correcting core climate and organizational issues to retain teachers of color. NHCS facilitates retention of underrepresented teachers by creating diversity and equity committees, involving certified staff in implicit bias training, including diversity goals in professional development plans, fostering environments conducive to positive school cultures, and having clear and open discussions among staff members. Evidenced by research, minority students do better in school when they are exposed to teachers of their same race or ethnicity (Gershenson, 2016). In collaboration with the NHCS Equity, Diversity, and Inclusion Department additional opportunities are provided to teachers of color in leadership and participation in the NHCS AIG program.

Additional AIG Program practices for the recruitment and advancement of a diverse team of AIG-licensed professionals include:

- NHCS offers tuition assistance/reimbursement for educators who are currently pursuing or would like to pursue AIG licensure.
- Maintain partnership between the NHCS AIG Program and the University of North Carolina at Wilmington's Watson School of Education Academically or Intellectually Gifted (AIG) Program
- Intentional recruitment encouragement is given to teachers of color
- New specialists are partnered with a mentor within the group of county specialists.
- AIG Supervisor selects and trains mentor teachers and strategically places candidates
- AIG Supervisor offers new gifted specialist training at the beginning of the school year
- AIG Supervisor communicates weekly with new GESSs and conducts frequent site visits for coaching and support
- Collaboration time for mentors and mentees is allotted during county AIG meetings to meet for additional coaching and support.
- AIG supervisor maintains the NHCS AIG county training website to provide a central location for all procedures, processes, and paperwork a specialist needs.
- AIG supervisor maintains and updates a portfolio of best practices in gifted education that is available to all specialists.
- AIG Supervisor creates a program culture that is open to change, and regularly steps back to honestly discuss progress and challenges with gifted specialists.
- GESSs participate in weekly, virtual PLCs with other gifted specialists that have common planning times.
- AIG Supervisor uses an annual climate survey to measure program efforts towards a safe and inclusive environment.

Seth Gershenson, Stephen Holt, and Nicholas Papageorge, "Who Believes in Me? The Effect of Student-Teacher Demographic Match on Teacher Expectations", *Economics of Education Review*, 2016.

\* **Practice F**

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

**District Response:** All GESSs in the district meet monthly for a half-day professional development training and participate in PLCs virtually during common planning times, which allows for ongoing professional development, collaboration, and curriculum and program design. The AIG Supervisor, GESSs, district instructional leaders, and

community members are included in leading PD at the monthly training session. At monthly training sessions gifted specialists have the opportunity to share ideas, increase pedagogical training, and participate in open discussions of successes and challenges that take place. GESSs also provide evidence of team teaching, collaboration in planning, and providing resources to assist teachers in applying what they have learned. GESSs use the monthly training topics and ideas to provide professional development to meet the needs of individual teachers and schools. GESSs also use the training from the monthly PD to collaborate with all teachers, provide resources, create units and lesson plans, and review and analyze data. These training sessions have had a positive impact on the level of differentiation in the regular classroom. The AIG supervisor maintains an AIG Training website that houses all AIG training agendas, materials, forms, guidelines for procedures and processes, PD opportunities, and other resources for gifted specialists.

GESSs are trained to facilitate the AIG Local Credentials Modules for teachers. During the credential courses GESSs meet face to face with participants to discuss best practices being implemented in gifted education in regards to the Module assignments. GESSs will offer the AIG Credentials Refresher Module to K-12 classroom teachers and staff to provide updates and review of Gifted Education practices.

#### \* 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:** NHCS Instructional Services Department sets county-wide goals and strategies for success. The AIG Supervisor, as a member of the Instructional Services Department, will create goals and strategies for PD to meet the district's goals, align with LEA initiatives, and AIG state legislated standards. GESSs meet monthly for half-day training sessions and when appropriate or required, specialists return to individual schools to train staff. GESSs are trained in facilitating gifted PD so that they can provide the PD at their schools as needed. AIG Professional Development library opportunities include, but not limited to: 'Differentiation: The Basics,' 'Instructional Coaching.' The AIG program has also purchased a library collection of gifted education books for each school including, Best Practices in Gifted Education, Jim Knight's Unmistakable Impact, Joyce VanTassel- Baska's Acceleration-Strategies for Teaching Gifted Learners, Tomlinson's Differentiation books, and others.

AIG Coordinator and AIG Specialists are directly involved with school and district MTSS teams for explaining AIG Program goals, aligning them with school and district MTSS goals, and planning and delivering professional learning in order to integrate the perspective of gifted education throughout. AIG resources are aligned with or designed to

complement district initiatives like Reading and Writing Fundamentals, Learning Focused Lessons, and current math curriculums so that we are addressing the needs of our gifted learners.

### \* Ideas for Strengthening the Standard

- Collaboration with NHCS Beginning Teacher Support and Educator Development Specialist to include Module 1 of AIG Credentials Training.
  - Provide 1st year GESs an extra hour of monthly training before scheduled monthly meeting
  - Establish weekly PLC/planning time among GES specialists to meet virtually.
  - Elect/appoint lead early elementary, upper elementary, middle, and high school gifted specialists to coordinate nurturing programs, plan implementation, and equity initiatives at school each level.
  - Explore developing partnerships with multiple local colleges/universities who offer AIG licensure.
  - Full time GESEs at each high school
  - Full time GES to provide support at NHCS Pre-K Centers.
- Provide continuing professional development opportunities for teachers to update their local AIG credentials.
- Increase funding to offer gifted specialists and regular classroom teachers more professional development opportunities in gifted education.
- Implement a weekly common planning time during the school day for GESEs to participate in PLCs.

### Planned Sources of Evidence

- \* GESEs schedules
- \* Websites
- \* Rosters
- \* District and school websites
- \* AIG Credentials Facilitators Guide (to be updated by 9/2022)
- \* AIG Training Site

* Site monitoring data		
* AIG Curriculum Framework		
* NHCS AIG County training website for specialists		
* AIG Specialist Success Manual		
* Ongoing mentorships		
* Partnerships with CFCC and UNCW		
* GESEs encourage colleagues to obtain AIG licensure		
* GESEs encourage students to pursue volunteer opportunities and careers in education		
Type	Documents	Document/Link
AIG Standard 4 Additional Resources	N/A	<ul style="list-style-type: none"> <li>✿ <a href="#"><u>Standard 4 - NHCS AIG Credentials Facilitator's Guide</u></a></li> <li>✿ <a href="#"><u>Standard 4 - Site Visit Monitoring</u></a></li> <li>✿ <a href="#"><u>Standard 4- AIG Curriculum Framework</u></a></li> <li>✿ <a href="#"><u>Standard 4 - Success Manual</u></a></li> <li>✿ <a href="#"><u>Standard 4 - District AIG Website</u></a></li> </ul>

## Standard 5: Partnerships

### New Hanover County Schools (650) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

#### **Standard 5: Partnerships**

*The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local A/G 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.

**District Response:** The district is continuously striving to strengthen partnerships with parents/families of gifted students. NHCS believes that intentional and meaningful relationships are crucial for academic and intellectual success as well as the social and emotional well being of our students.

At the school level:

- Gifted Education Specialists (GESs) maintain an AIG website that aligns with the New Hanover County Schools (NHCS) AIG website rubric, outlining information for each standard, including Identification, Differentiated Curriculum, Professional Development, Comprehensive Programming, Partnerships, and Accountability. All websites have specific information to address the social and emotional needs of gifted learners. The website is monitored by the AIG Supervisor, Gifted Advisory Council (GAC), and GESs. The goal of the website rubric is to have consistency for parents when viewing district websites and for families considering moving into the district. It provides an extra level of transparency for the gifted program.

- When possible, GEss will have information/documents translated and post information in the native language(s) of the represented school population
- GEss meet annually with parents to sign students' DEPs. We believe it is best practice to have these reviews face to face, especially at the initial placement and during transition years to establish the home and school partnership.
- GEss have annual parent meetings where they explain the AIG program at large and specifics to the school. At the meeting the gifted specialists provide contact information so that they are easily accessible to parents. GEss also collect parent contact information so that they can make email groups for quick and consistent communication with parents. In addition, gifted specialists communicate through social media and written communications.
- GEss create and facilitate extracurricular opportunities at their schools to address the unique gifted learners interests and meet their academic, intellectual, as well as social and emotional needs. Gifted specialists often enlist the expertise of parent volunteers to help facilitate the interests based opportunities for gifted students. - GEss use technology to communicate with parents. Examples are #nhcsaig Twitter tag, Class DOJO, See-saw, and FlipGrid. These tools provide parents with immediate and consistent updates.

#### District level:

- When feasible and/or financial means are available, AIG summer camps are created to provide interest-based opportunities for gifted students in the district. Summer camps are facilitated by GEss who know the academic and intellectual as well as the social and emotional needs of gifted learners.
- The AIG Supervisor communicates with parents using multiple media outlets, including the district's PR department. Parents are informed of both student and parent/community opportunities and given the contact information of the AIG Supervisor for additional information and support.
- The AIG Supervisor collaborates with other Instruction Department members including EC, ELL, Content Leads, CTE, MTSS, Social/Emotional Learning Coordinator, and Directors weekly to inform and share successes and challenges of the AIG program. This allows for ideas and strategies from a broad spectrum of district leaders. The math and science departments recruit parent and community volunteers for events like Math Counts, Science Fair, Battle of the Books, and Science Olympiad.
- The AIG Supervisor facilitates the Gifted Advisory Council (GAC), an advocacy group of parents, community members, and educators who meet to advocate for gifted education in regards to agenda topics, presenters, and parent and community recruitment. Vacancies on the GAC are sent out by the PR department and published in the local newspaper. The GAC members' names, including ethnicity and location in the district, are shared annually with the local Board of Education. All new GAC members must be approved by the NHCS Board of

Education. In addition, each school has a GAC parent liaison who is invited to attend each GAC meeting and then asked to share the information with other stakeholders at their child's school.

**\* 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:** Our district has created strong relationships with community stakeholders. NHCS has been recognized through NCAGT awards for outstanding parent volunteers and business partnerships for their support of NHCS gifted education. The University of North Carolina at Wilmington has served as a longtime partner with NHCS. Since adding gifted education add-on licensure, UNCW professors have partnered with NHCS Gifted Program on our Gifted Advisory Council. Their support and expertise is greatly valued. The college and school system collaborate to offer the following:

- Professional development to gifted specialists and general education teachers
- Provide gifted specialists leadership and professional growth opportunities by leading PD on the campus at conferences and for beginning teachers
- Annual AIG conference
- GISA (Gifted Informational Sessions and Advocacy) sessions
- STEM opportunities

Additionally, the gifted education specialists have STEM resources and lessons available by the North Carolina School of Science and Math (NCSSM) to enhance core instruction for elementary and middle school gifted students in hard-to-teach concepts. NHCS has partnered with NCSSM and may offer Interactive Video Conferencing (IVC) STEM courses to gifted students.

NHCS partners with Wilmington Chess Club to grow and develop students' interest and love for chess.

AIG staff members and parents are encouraged to maintain representation on the School Improvement Team at each school. This team makes decisions that impact the implementation of the AIG plan at the school.

The AIG staff partners with neighboring and regional districts for professional development, discussion of state initiatives, and resource sharing. NHCS gifted specialists showcase their talents and expertise at the regional AIG

**Drive-In.** Gifted specialists are also offered PD opportunities at monthly AIG Training by Institutions of Higher Education (IHE), local business representatives, and community clubs and organizations.

Community members are invited to attend and take active roles in district events and competitions. Battle of the Books partners with the NHCS Librarians, Science Olympiad and Science Fair use community members as judges, Mathcounts uses parent coaches and tutors, community members lead AIG Academies and clubs at many of our schools.

**\* 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 establishment of the Gifted Advisory Council (GAC) is a requirement of the school board and state approved NHCS Gifted Education Plan. Specifically, the GAC will:

- Monitor the timely and accurate implementation of all components of AIG
- Advocate, communicate, and liaise with business and the community at large with respect to AIG -Advise and make recommendations to the NHCS Board of Education with respect to the improvement of the overall AIG program at the district level.

The GAC also offers interactive sessions to all AIG families and provides them the opportunity to learn more about how to support the growth of their gifted child at school, at home and in the community. GAC is utilized as a Community Stakeholder to assist with the development of the local AIG program and plan.

**Ex-officio members:** The AIG Supervisor, assigned school board member, and invited high school student representatives

**Council Members:** The membership of the Council is comprised of up to ten (10) persons. Members shall be approved by the Board of Education. Memberships shall be representative of the diversity (gender, race, geography) of the community. Other goals:

- Observe the implementation of services at schools across the county and share with stakeholders
- Provide guidance to parents as gifted students promote to higher grades
- Inform families of educational opportunities available to students and provide expert speakers during the interactive sessions

**School Liaisons:** Each school has a representative who is considered a part of the GAC organization but not an official voting board member. Liaisons are asked to join the GAC in advocating, sharing, and learning about the NHCS gifted program. Liaison responsibilities:

- Attend GAC meetings
- Provide communication between GAC and school based AIG stakeholders

\* **Practice 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.

**District Response:** NHCS AIG program upholds high expectations for communicating with all AIG families and the community at large. Gifted specialists collect parent/guardian contact information and preference at the annual parent informational meeting. The contact information is used to share information with families about available AIG student opportunities. Multiple means of communication are listed below.

- District and school AIG websites (all have links to the NHCS AIG Plan)
- Gifted Advisory Council (GAC)
- Gifted Informational Sessions and Advocacy (GISA)
- County-wide system emails and phone calls
- School-based Smore newsletters, which includes translation in multiple languages

- Annual, school-based informational meetings -all schools use the district presentation template. (Presentations are posted on each school site for families who were unable to attend the informational meeting.)
- Utilization of county translators, including hearing impaired, for parent meetings and literature
  - Principal meetings
  - District Brochures
  - Uniform district parent letters about the screening, referral, and identification processes
  - Utilization of local media and social media to share "good news" about student accomplishments and other pertinent information. One example is the NHCS AIG Twitter handle #nhcsaig
- Universal communication expectations templates for schools
- AIG Supervisor and GAC share information about the gifted program at local Board of Education meetings annually
  - AIG Supervisor collaborates with the Public Relations Department to share good news in regards to gifted program and student successes and accomplishments. Students are often recognized by the PR Department at the televised local Board of Education meetings.
  - The AIG supervisor and GESs collaborate to develop intentional practices to strengthen communication with communities of under-represented populations.
  - GES will collaborate with ESL teachers, counselors, social workers and/or family liaisons to assist in disseminating information to families of under-represented students.

Our district's PR Department publishes a monthly 'Good News Report' and a Media Advisory List that details all submitted events/activities in the district. Each school has a PR representative who submits information for both publications.

All levels, K-12, are expected to use county provided translators and translated documents to communicate:

- Information provided on the AIG school-based website
- Annual DEP review
- Annual AIG informational meetings for all families interested in learning more about the program
- AIG curriculum and student progress through conferences, newsletters, emails, and report cards
- Screening, referral, and identification processes

County translators are utilized for hearing impaired services and native language services. NHCS has a system in place for all translation needs, including AIG program documents and forms, to be shared in appropriate languages by completing a NHCS Translation Request Form.

Submission of all documents for Spanish translation through the NHCS portal and posted when completed.

### \* Ideas for Strengthening the Standard

- Work with community partners to create opportunities that enrich and extend learning opportunities for gifted students like mentorships, job shadowing and internships.
- Seek community sponsors to increase academic competition and field experiences. Provide support materials for illiterate community members.
- Prepare a video, virtual recording, or other digital presentation that informs stakeholders of the local AIG program, plan and policies.
  - Make presentations available to families who are planning to relocate to the area.
  - Translate the video/recording/presentation in various languages.

### Planned Sources of Evidence

- \* District and School AIG Websites
- \* Site Monitoring Data
- \* Website Rubric
- \* GAC Bylaws, Meetings, & Agendas
- \* County-wide system emails and phone calls
- \* School-based Newsletters/Monthly Highlights
- \* School-based Information Meetings
- \* Differentiated Education Plans (DEPs)
- \* GISAA Meeting Agendas
- \* UNCW AIG mini-conference flyers and agendas

* AIG District and School Informational PowerPoints
* AIG District Meeting Agendas
* Translated parent letters, forms, documents, etc
* ESL Liaison attendance at AIG Parent Meetings
* District Press Releases

Type	Documents	Document Template	Document/Link
AIG Standard 5 Additional Resources	N/A		<ul style="list-style-type: none"> <li>• <a href="#"><u>Standard 5- District AIG Website</u></a></li> <li>• <a href="#"><u>Standard 5- Site Visit Monitoring</u></a></li> <li>• <a href="#"><u>Standard 5- AIG School Website</u></a></li> <li>• <a href="#"><u>Standard 5- GAC Bylaws</u></a></li> <li>• <a href="#"><u>Standard 5- 3-8 DEP</u></a></li> <li>• <a href="#"><u>Standard 5- Academic Blueprint/DEP</u></a></li> </ul>

## Standard 6: Program Accountability

### New Hanover County Schools (650) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

#### Standard 6: Program Accountability

*The LEA implements, monitors, and evaluates the local A/G 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]), which has been approved by the local board of education and sent to SBE/DPI for review and comment.

**District Response:** The New Hanover County Schools (NHCS) AIG Supervisor coordinates the writing and implementation of a gifted plan based on the NC AIG standards. The written plan is reviewed by stakeholders and revised as needed. The plan is also presented to the LEA school board for review and approval. Once the school board approves the plan, it is submitted to SBE/DPI for review and comment.

The AIG Supervisor elicits feedback from stakeholders as part of program evaluation, including but not limited to parents, Gifted Advisory Committee (GAC), administrators, Gifted Education Specialist (GES), students, and teachers and other support staff.

An AIG Plan Writing Team uses stakeholder feedback to update the AIG Plan every three years. The team is made up of K-12 representatives and meets monthly to focus on writing the LEAs AIG Plan. Once a draft is completed it is shared with stakeholders for feedback and to improve clarity.

Stakeholders include but are not limited to:

- Students

- Certified Staff
- Parents
- Principal Focus Group
- NHCS Department of Equity, Diversity and Inclusion
- Bilingual Parent Liaisons
- ELL staff
- Counselors
- Gifted Advisory Council

NHCS AIG program embraces continual improvement. As part of this effort, the AIG staff regularly evaluates the effectiveness of the AIG plan and gifted programs by:

- Completing reflections and needs assessment of the AIG plan and program
- Continuously reviewing and monitoring the implementation of the AIG plan in Standard based groups
- Purposeful and planned review by the GAC and individual school liaisons from each elementary, middle, and high school.

A copy of the completed NHCS AIG Plan is linked on each school's AIG website, the district AIG website, and can be found on DPI's website. In addition, each school site houses a minimum of two hard copies of the LEAs AIG Plan.

**\* 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:** The district has developed structures and processes for monitoring the implementation of the local AIG program and plan. By employing a full time AIG Supervisor to oversee these processes, the district ensures that there will be a high level of fidelity in gifted services.

The AIG Supervisor will conduct regular site visits to review the evidences of the implementation of AIG state program standards. An AIG Site Monitoring Tool is used to reflect on the implementation for each state standard. To increase fidelity and consistency in AIG programs, this data is used at the school level to set improvement targets and at the district level to inform the need for professional development and/or resources. The site visit reviews are shared with

the school, and the Director of Instructional Services. Time is set aside during monthly AIG training sessions for Gifted Education Specialists to monitor and document implementation progress and suggestions for improvement.

In addition, the AIG Supervisor and Lead Specialists assist with fidelity and consistency by implementing the following monitoring systems:

- BOY AIG checklist
- EOY AIG checklist
- GES EOY Reflection Survey
- Materials Inventory for elementary, middle and high school levels
- Site AIG Monthly Highlights created by gifted specialists and shared with site administration and AIG Supervisor
- AIG Identification Folder and Procedures Checklist
- District Match Team Training and Attestation form
- Standardized District AIG Annual Parent Presentation
- AIG Training Scheduling Calendar

The GAC schedules school visits to support the consistent implementation of the local AIG plan. The GAC writes an annual report with recommendations for strengthening the AIG program. The GAC annual report is presented to the NHCS Board of Education.

**\* 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:** State funds are allotted each July 1 for the local AIG programming. Additional local funds are allotted to pay salaries for gifted specialists at each K-8 school and two specialists shared between the four traditional high schools. The district's Chief Finance Officer maintains and oversees the allotted budget for the AIG program, particularly budget records for certified salaries. The AIG Supervisor maintains and oversees allotted budget for AIG programs, staff development, resources, and materials. Budget decisions about professional development, resources, and equipment are driven by the AIG needs assessment, county data, and initiatives. Documentation of the budget is reviewed annually by the district's Chief Finance Officer and the Instruction Department. Advocate for use of other funding sources, such as local monies, federal monies, grant funds, and business partnerships, to meet the needs of the AIG program and its learners.

#### **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:** The AIG Supervisor and GESs collect and analyze AIG student performance growth data. AIG growth data will be reported through the NC Schools Report Cards in schools that have an AIG subgroup as defined by the state.

Annual training from Testing and Accountability is conducted to assist AIG staff in analyzing and making data driven decisions at each K-12 school site. Training to use and understand CogAT data is given annually by the Testing department for gifted specialists, site Testing Coordinators, and Instructional coaches.

Screening, demographic, and academic data (local, state, and national assessments) are annually reviewed and documented. GESs are trained on disaggregating data to assess if the programming at individual sites is effective in meeting AIG student needs. Data is disaggregated regularly at AIG monthly professional development and used to determine district trends and specific school strengths and areas of need for gifted students. This data is also reviewed at one of the site visits with the AIG Supervisor, GES, and administration. All GESs, in collaboration with their administration and data team, use district and state level progress monitoring, assessments, and screeners, and EVAAS as well as other indicators of student performance that speak to the growth and achievement of AIG students. The AIG Supervisor analyzes data at the district level to assist in creating professional development and improvement targets.

High School GESs collaborate with high school staff, including guidance counselors to analyze and maintain drop out data. High School GESs regularly review PreACT, PSAT, EVAAS, AP data. High School GESs also collect other indicators of student performance that speak to growth and achievement of AIG students which includes:

- Number of students accepted to North Carolina Governor's School
- Dual Enrollment
- Advanced academic participation
- Scholarships
- NCSSM (including acceptance to residential programs, interactive video conferences, and online courses)
- College acceptance
- AP or IB class completion rates

Data is disaggregated, analyzed and shared with appropriate stakeholders:(administration, Instructional Team, Senior staff, etc.)

**\* 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:** The district monitors access to AIG programming by collecting school-based AIG population data. This data is disaggregated and analyzed to assess the equity of school and district programs and to determine if modifications are in need. In addition, the AIG Supervisor will maintain data representing the demographics of the district AIG program for use in future comparison analysis to determine if equitable measures increase as a result of modifications and to determine if increased action needs to be implemented at the school and/or district level.

Data sources maintained, analyzed, and disaggregated include:

- EVAAS student EOG growth data
- EOG/EOC data
- Cognitive Abilities Test (CogAT)
- Iowa Test of Basic Skills (ITBS)
- AimsWeb
- NC Check-Ins
- District-created and/or district mandated assessments
- PowerSchool demographic data
- School-based AIG population data
- PSAT/Pre-AC<sup>T</sup>, AP, and IB assessment data
- ACCESS testing (ESL)
- NC Report Cards

At the high school level, class rank lists are disaggregated by demographics to find under-represented 9-12 students for academic enrichment programs such as, but not limited to Project Uplift, North Carolina Renaissance, LEDA,

## Telluride Association Sophomore Seminar (TASS), and Telluride Association Summer Program (TASP).

Gifted Specialists maintain demographic data for their schools' AIG program. This data is shared, analyzed and discussed during AIG Staff Data Professional Development and AIG Supervisor Site Visits.

All gifted specialists in grades K-8 collaborate with ELL, EC, and classroom teachers to generate an 'at potential' list of students for potential gifted program services. The data is compiled and shared at the district level. Our transition documents, which are used when students transition to middle and/or high school, include high achieving students who are showing potential and students who have participated in Talent Development opportunities.

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### Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
<b>Female</b>	22.06%	<5%	<5%	---	12.06%	---	18.52%
<b>Male</b>	23.81%	<5%	5.73%	---	11.58%	---	19.39%
<b>Total</b>	22.95%	<5%	5.35%	---	11.80%	---	18.98%

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

<5%

### \* 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 Resource Department in conjunction with the AIG Supervisor will monitor the certification of gifted education specialists to ensure that licensed high quality and trained personnel are serving AIG students. The AIG Supervisor will maintain certification data that lists the county's GES's training levels including: degrees earned, AIG licensure data, and national board certification.

GES and the AIG Supervisor will also monitor the teachers at each school who have completed training to work with gifted students or the New Hanover County AIG Credentials for teachers. These rosters will be communicated to administrators for AIG student placement options and teachers who have earned their credentials will be posted on each AIG specialist's school website.

\* **Practice G**

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

**District Response:** NHCS AIG program utilizes survey data from students, parents/families, teachers and/or other stakeholders to assess the effectiveness of our AIG program as well as at individual sites.

GAC site visits also include interviews with students in middle and high school in regards to the effectiveness of the LEA's AIG program. Parent feedback is solicited from GAC liaisons, and at Gifted Information Sessions and Advocacy (GISA) meetings. Survey data is used as an ongoing reflection tool and for program assessment.

\* **Practice H**

Facilitates a comprehensive evaluation of the local AIG program utilizing multiple sources of data to revise the local AIG plan every three years.

**District Response:** New Hanover County will utilize multiple sources of data to review and revise our AIG program and plan.

Sources include, but are not limited to:

- Site visits from the AIG Supervisor
- Demographic Data

- Staff feedback from monthly training sessions and Needs Assessment data
- Stakeholder/focus group surveys and interviews
- GAC/ Liaison input
- Gifted Informational Sessions and Advocacy (GISA) presentation feedback from parents and stakeholders

During a Plan writing year, an AIG Plan writing team is created that consists of specialists who vary in diversity of school demographics, grade span, years of experience, etc. Feedback is solicited from all GES, school administrators, and surveys for certified staff, parents, elementary and secondary students. Survey data is reviewed to recognize district trends, successes and needs.

The team utilizes the GAC Annual Report and feedback to evaluate the effectiveness of the program.

\* **Practice I**

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

**District Response:** Evaluation data is shared through multiple outlets including, but not limited to:

- NHCS Website
- GAC meetings
- Supervisor shares survey results with stakeholders at GAC meetings, with LEA Senior Staff as appropriate, with school administrators, and on the county AIG website.

\* **Practice 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.

**District Response:** The Match Team Record and the student DEP is reviewed at yearly parent meeting and/or sent home for approval signature as part of consent for identification and services.

The district has forms and procedures in place for student re-assessment and nominations. The district has also established transfer policies for students from other LEAs as documented in Standard One.

In accordance with Article 9B, NHCS has a procedure for resolving disagreements between parents and the school system when a child is not identified for the AIG program or concerning the appropriateness of the service options offered to an identified AIG student. These procedures relate to the processes of student referral, evaluation, identification, and the availability of approved service options. The county procedures for resolving disagreements are provided to parents once an identification decision has been made. In addition, this information is reviewed with parents at the annual review meetings.

#### Procedures to Resolve Disagreement with Gifted Placement Options Or Identification:

If a parent has a disagreement with the gifted services within a classroom or with determination of giftedness, the following steps should be taken:

1. The parent/guardian should meet with the classroom teacher and/or GES to seek a resolution.
2. If this meeting does not resolve the issue, the parent/guardian should document the concerns in a letter, outlining the parent's perspective of the situation, to the school principal requesting a written response within ten working days.
3. If a resolution is not reached, the school-based AIG Match Team should schedule a meeting to review the problem and conference with school administration.
4. If a resolution is not reached at the school level, parents should contact the following Central Office staff to seek a resolution in the order listed: a. NHCS Supervisor of Academically or Intellectually Gifted Services b. NHCS Director of Instruction c. Assistant Superintendent of Instruction and Academic Accountability d. Superintendent
5. After these opportunities, if the grievance is not resolved through the Superintendent's review, the parents/guardians may file a petition for a contested case hearing under Article 3 of Chapter 150B of NC General Statutes. The scope of the review shall be limited to: (i) whether the local school administrative unit improperly failed to identify the child as an academically and/or intellectually gifted student, or (ii) whether the local plan developed has been implemented appropriately with regard to the child. Following a hearing under Article 3 of Chapter 150B of the General Statutes, the administrative law judge shall make a decision that contains findings of fact and conclusion of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

Attorney's fees are not available to parents/guardians in the event they decide on due process.

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### \* Ideas for Strengthening the Standard

- AIG program audits to measure the level of culturally relevancy of AIG materials and resources
- Develop a student and parent 'Rights in Identification, Placement, and Services' document
- Utilize the Power School digital DEP

### Planned Sources of Evidence

- \* GAC Minutes
- \* Student, Parent, and School Surveys
- \* District AIG Website
- \* District and School Demographic Data
- \* GIS/A Advertisements/Notices
- \* AIG Site Monitoring Tool
- \* AIG Annual Review Document

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

Website

- [Standard 6- AIG Parent Survey.](#)
- [Standard 6- AIG Parent Survey-Spanish](#)
- [Standard 6- AIG Staff Survey.](#)
- [Standard 6- AIG Elementary Student Survey.](#)
- [Standard 6- AIG Secondary Student Survey.](#)
- [Standard 6- EOY AIG Demographic Data](#)
- [Standard 6- AIG Site Monitoring Tool](#)
- [Standard 6- AIG Programming and Performance Evaluation](#)
- [Standard 6- BOY GES Checklist](#)
- [EOY GES Survey.](#)

Local Board of Education Approval

**New Hanover County Schools (650) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

\* Approved by local Board of Education on:

06/07/2022 

Original Application Submission Date: 06/14/2022

Type	Document Template	Document/Link
Documents		
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <a href="#">Local Board of Education Approval Template</a>	 <a href="#">Board Approval</a>

## AIG Related Documents

### New Hanover County Schools (650) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Required Documents			
Type	Document Template	Document/Link	
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	<a href="#"><u>Local Board of Education Approval Template</u></a>	<a href="#"><u>Board Approval</u></a>	
Optional Documents			
Type	Document Template	Document/Link	
AIG Glossary [Upload up to 1 document(s)]	N/A	<a href="#"><u>Standard 1 - Site Visit Evidence</u></a>	
AIG Standard 1 Additional Resources	N/A	<a href="#"><u>Standard 1 - Nomination &amp; Identification Procedures</u></a>	
		<a href="#"><u>Standard 1 - Match Team Training Attestation</u></a>	
		<a href="#"><u>Standard 1 - NHCS Triad ID Model</u></a>	
		<a href="#"><u>Standard 1 - Match Team Record</u></a>	
		<a href="#"><u>Standard 1 - TOPS Folder Exemplar</u></a>	

- [Standard 1 - District Parent Presentation](#)
- [Standard 1 - Compliance Audit Form](#)
- [Standard 1 - 2022 DEP 3-8](#)
- [Standard 1 - HS Academic Blueprint DEP](#)
- [NHCS District AIG Webpage](#)
- [Standard 1 - Match Team Log](#)
- [Standard 1 - AIG Flowchart for Identification](#)
- [Standard 1 - Demographic Data Collection](#)
- [Standard 1 - AIG Nomination Parent Checklist](#)
- [Standard 1 - Student Self-Assessment](#)
- [Standard 1 - NHCS AIG Approved Testing Instruments](#)
- [Standard 1 - Classroom Teacher Data Report](#)
- [Standard 1 - Identification Folder & Procedures Checklist](#)
- [Standard 1 - AIG Back Mapping Process Form](#)

💡 [Standard 1 - AIG School Website Rubric](#)

💡 [Standard 1 - AIG Frequently Asked Questions](#)

💡 [Standard 1 - PowerSchool AIG Data Input Form](#)

💡 [Standard 1 - GES Success Manual](#)

💡 [Standard 1 - NHCS Parent Nomination Notification](#)

💡 [Standard 1 - NHCS AIG Does Not Qualify Letter](#)

💡 [Standard 1 - NHCS AIG Qualifies Late In the Year Parent Letter](#)

💡 [Standard 1 - NHCS AIG Qualifies Parent Letter](#)

💡 [Standard 1 - NHCS AIG Additional Data/Testing Needed Letter](#)

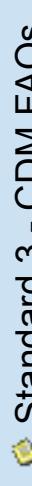
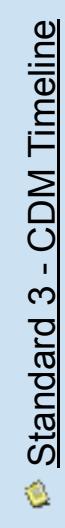
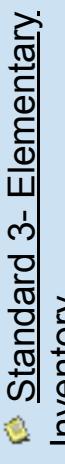
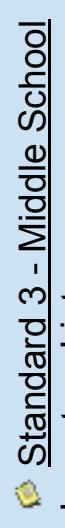
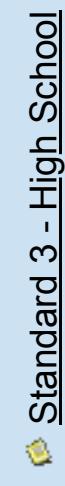
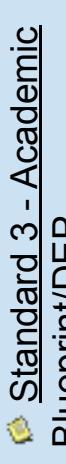
💡 [Standard 1 - NHCS AIG Wait & Watch Letter](#)

💡 [Standard 1 - NHCS AIG Wait & Watch-no testing Letter](#)

💡 [Standard 1 - NHCS AIG Wait & Watch-testing Letter](#)

💡 [Standard 1 - NHCS](#)

<p><u>Procedures to Resolve Disagreement with Gifted Placement Options Or Identification</u></p> <ul style="list-style-type: none"> <li>✿ <u>Standard 1 - NHCS AIG Match Team Transfer Student-Parent Notification</u></li> </ul>	<ul style="list-style-type: none"> <li>✿ <u>Standard 2 - At Potential/Talent Pool Student Data Collection Form</u></li> <li>✿ <u>Standard 2- Site Visit Monitoring</u></li> <li>✿ <u>Standard 2 - Match Team Record</u></li> <li>✿ <u>Standard 2 - Elementary to Middle School Transition Form</u></li> <li>✿ <u>Standard 2 - Parent HS Transition Letter</u></li> <li>✿ <u>Standard 2 - Rising Freshman Academic Blueprint Meeting Slides</u></li> <li>✿ <u>Standard 2- Middle to High School Transition Document</u></li> </ul>	<ul style="list-style-type: none"> <li>✿ <u>Standard 3- CDM School Procedures</u></li> <li>✿ <u>Standard 3 - CDM Student Application</u></li> </ul>
<p>AIG Standard 2 Additional Resources</p> <p>N/A</p>		
<p>AIG Standard 3 Additional Resources</p> <p>N/A</p>		<p>Page 93 of 104</p> <p>6/24/2022 11:26:45 AM</p>

	<ul style="list-style-type: none"> <li> <a href="#"><u>Standard 3 - CDM Family Process Chart</u></a></li> <li> <a href="#"><u>Standard 3 - CDM FAQs</u></a></li> <li> <a href="#"><u>Standard 3- CDM Review Panel Process Chart</u></a></li> <li> <a href="#"><u>Standard 3 - CDM Timeline</u></a></li> <li> <a href="#"><u>Standard 3 - AIG Curriculum Framework</u></a></li> <li> <a href="#"><u>Standard 3- Elementary Inventory.</u></a></li> <li> <a href="#"><u>Standard 3 - Middle School Inventory List</u></a></li> <li> <a href="#"><u>Standard 3 - High School Inventory.</u></a></li> <li> <a href="#"><u>Standard 3 - 3-8 DEP</u></a></li> <li> <a href="#"><u>Standard 3 - Academic Blueprint/DEP</u></a></li> </ul>	
	AIG Standard 4 Additional Resources	N/A

AIG Standard 5 Additional Resources	Website  N/A	Website  Standard 5- District AIG Website  Standard 5- Site Visit Monitoring  Standard 5- AIG School Website  Standard 5- GAC Bylaws  Standard 5- 3-8 DEP  Standard 5- Academic Blueprint/DEP
AIG Standard 6 Additional Resources	N/A	Website  Standard 6- District AIG Website  Standard 6- AIG Parent Survey  Standard 6- AIG Spanish Survey  Standard 6- AIG Staff Survey  Standard 6- AIG Elementary Student Survey.  Standard 6- AIG Secondary Student Survey.  Standard 6- EOY AIG Demographic Data

- Standard 6- AIG Site Monitoring Tool
- Standard 6- AIG Programming and Performance Evaluation
- Standard 6- BOY GES Checklist
- EOY GES Survey.

## Glossary

### New Hanover County Schools (650) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Phrase	Definition
ACT	American College Test. An assessment taken by students as a precursor to college/university admission.
Advanced Placement	Advanced Placement is a program in the United States created by the College Board which offers college-level curricula and examinations to high school students. American colleges and universities may grant placement and course credit to students who obtain high scores on the examinations.
Article 9B	In 1996, the North Carolina General Assembly passed important legislation (N.C.G.S. - 115C-150.5) that protects the rights of students with gifts and talents. This legislation is referred to as Article 9B and mandates all public schools serving students from K to grade 12 identify and serve Academically or Intellectually (AIG) gifted students or those with potential.
Artifacts	Artifacts are a collection of evidences used in the screening, referral, and identification process. Artifacts may include qualitative and quantitative data such as observable behaviors checklists, teacher observations, parent and teacher checklists, student surveys or interviews, and local, county and state assessments.
AP	Advanced Placement. A program that enables high school students to complete college-level courses for college placement and/or credit.
Career Endorsement	One of the five diploma endorsements available to NC public school graduates that indicates completion of a rigorous course of study that includes a Career Technical Education concentration.
CDM	Credit by Demonstrated Mastery (CDM) is the process by which a student may earn credit for a high school course by demonstrating a deep understanding of the content; without course enrollment or seat time.

College Endorsement	One of the five diploma endorsements available to NC public school graduates that indicates readiness for entry into NC Community Colleges.
College/UNC Endorsement	One of the five diploma endorsements available to NC public school graduates that indicates readiness for entry into a four-year university in the University of North Carolina system.
Concurrent enrollment	Concurrent enrollment is a subset of dual enrollment courses taught by college-approved high school teachers in a secondary environment, offering high school students the opportunity to take college credit-bearing courses.
CogAt	The Cognitive Abilities Test (CogAT) is an aptitude test given to all 3rd grade NHCS students and used as a screener for the NHCS AIG Program. Aptitude is the acquired or natural ability (usually measurable with aptitude tests), for learning and proficiency in a specific area or discipline. Aptitude is documented quantitatively by a standardized, nationally-normed aptitude assessment, which could indicate the student has advanced aptitude for reasoning, thinking critically, and problem solving.
CTE	Career and Technical Education. CTE provides high school students the opportunity to take courses in eight program areas so that they can explore interests and careers while building and strengthening their career-specific knowledge and skills. The eight education program areas are: Agricultural; Business, Finance and Information Technology; Career Development; Family and Consumer Sciences; Health Science; Marketing and Entrepreneurship; Technology Engineering and Design; and Trade and Industry.
Curriculum compacting	Curriculum compacting is a technique for differentiating instruction that allows teachers to make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
DEP	Differentiated Education Plans also referred to as DEP's are provided to all identified Gifted Learners in New Hanover County Schools (K-12th). The DEP is a specific plan agreed on by the student, parent, and school that is designed to meet the individual needs of the learner. The plan is considered a binding document that defines how the learner's needs will be met through differentiation strategies.
Dual enrollment	Dual enrollment partnerships provide high school students the opportunity to take college credit-bearing courses. NHCS has dual enrollment partnerships with Cape Fear Community College and the University of North Carolina Wilmington.

EL	An individual whose native language is a language other than English or who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency and who requires a specialized language support program to participate fully in the curriculum and state-wide assessment program.
ELA	English Language Arts. Part of the Common Core curriculum in the NC Standard Course of Study. ELA refers to reading, literature, reading, writing, speaking and listening.
EOC	End-of-Course tests designed to access the competencies defined by the Standard Course of Study for three mandated courses: NC Math I, English II and Biology. Tests are taken during the last two weeks of school for students on a traditional calendar and the last week of the course for students on a block schedule.
EOG	End-of-Grade tests in English language arts/reading and mathematics (grades 3-8) and science (grades 5 and 8) that are taken by students during the last ten days of the school year.
Equity	Equity in education means that every student has the resources and support they need to be successful. Equity refers to the concept that the school's goals should apply to all students, while the means to these goals will vary as those students themselves vary.
ESL	English as a Second Language. A program model that delivers specialized instruction to students who are learning English as a new language.
EVAAS	Education Value Added Assessment System. SAS® EVAAS™ for K-12 is a customized software system available to all NC school districts that provides diagnostic reports quickly to district and school staff. EVAAS tools provide a precise measurement of student progress over time and a reliable diagnosis of opportunities for growth that help to identify which students are at risk for under-achievement. By viewing easy-to-understand charts and graphs accessed via the Web, users can produce reports that
GES	The Gifted Education Specialist, also referred to as the GES, provides identified gifted students with appropriate learning experiences that develop potential and lead to advanced academic achievement. The GES works in collaboration with administrators and teachers to provide a supplemental support for increasing advanced student achievement for all students, especially high achieving and gifted students, through instructional planning, and classroom support for teachers.

Global Languages Endorsement	One of the five diploma endorsements available to NC public school graduates that indicates proficiency in one or more languages in addition to English.
High School Diploma Endorsements	High School Diploma Endorsements indicate that students have completed specific course concentrations preparing them to be ready for careers and/or college. Based on State Board of Education policy (GRAD-007), the five diploma endorsements available to NC public school graduates are Career Endorsement, College Endorsement, College/UNC Endorsement, Academic Scholars Endorsement, and Global Languages Endorsement.
Honors courses	Honors courses refer to higher-level classes that proceed at a faster pace and cover more material than regular classes. Honors classes are usually taken by talented high school students who excel in certain subjects.
Iowa Acceleration Scale	The Iowa Acceleration Scale is an acceleration guide used to help schools make effective decisions regarding a whole grade acceleration.
ITBS	The Iowa Test of Basic Skills (ITBS) is a standardized, nationally-normed achievement assessment used by the NHCS AIG Program to gather additional data by assessing the academic skill level of a nominated student. Achievement is documented quantitatively, indicating if the student has achieved an advanced level of content knowledge.
LEA	Local Education Agency. Synonymous with a local school system or a local school district, indicating that a public board of education or other public authority maintains administrative control of the public schools in a city or county.
Module II file	Student Module Two files are part of the student cumulative records, containing information specific to a particular student. AIG information is located in the Module II file-- Differentiated Education Plan (DEP) should be updated annually and signed by the parent, teacher, gifted education specialist, and administrator. A signed copy of the Match Team record should be kept for all students who an AIG Match Team decision was made, including students who did not qualify for AIG identification.
MTSS	MTSS is a multi-tiered framework that promotes school improvement through engaging, research-based academic and behavioral practices as well as Social Emotional Learning (SEL). NC MTSS employs a systems approach using data-driven problem-solving to maximize growth for all.

NC Academic Scholars Endorsement	One of the five diploma endorsements available to NC public school graduates that indicates that students have completed a balanced and academically rigorous high school program preparing them for post-secondary education.
NC AIG Program Standards	The 2021 revised NC AIG Program Standards were developed to serve as a statewide framework and guide LEAs to develop, coordinate, integrate NCDPI's Equity and Excellence Call to Action for Gifted Education, and implement thoughtful and comprehensive AIG programs. The AIG Program Standards help ensure that the needs of AIG students are met and the potential of AIG students is optimally developed.
NCDPI	North Carolina Department of Public Instruction. The NCDPI is led by the State Superintendent and administers the policies adopted by the State Board of Education. It offers instructional, financial, technological and personnel support to all public school systems in the state.
NCSCos	North Carolina Standard Course of Study. The SCOS is the guiding document outlining what should be taught in North Carolina public school classrooms.
NCVPS	The North Carolina Virtual Public School is a supplemental service to the public schools of North Carolina. Students enroll through their local public school, grades are reported to their public school, and their school awards credit. The courses use learning management and collaborative software to maximize student interaction in each class.
NHCS AIG Credentials	The New Hanover County Academically/Intellectually Gifted Credentials is a four-module training program that trains teachers to serve advanced students, recognize gifted tendencies, and appropriately educate gifted students in the regular classroom. Classroom teachers working with gifted students are expected to complete t
Policy 7070	Policy 7070. EXTENDED INSTRUCTIONAL PROGRAMS. states that the New Hanover County Board of Education may award credit for promotion and/or graduation through the results of advanced college placement, proficiency testing, correspondence courses, and other educational endeavors arising from life and/or work experiences. Additionally, the Board may choose to offer courses that extend beyond the normal school day, designed to provide high school credit to those students who wish to work.

Policy 7074	Policy 7074. ACCELERATED PREPARATION FOR COLLEGE ENTRY. states that it is the goal of New Hanover County Schools that students shall graduate from a rigorous, relevant academic program that equips them with knowledge, skills, and dispositions. Academic rigor and relevance are based on established expectations that ensure that students develop the capacity to master content that is complex and challenging.
Policy 7146	Policy 7146. GIFTED EDUCATION. Pursuant to Article 9B, the New Hanover County Board of Education authorized the administration to guide the three-year (3-year) revision and the ongoing development, implementation, and monitoring of a local plan designed to identify and establish a procedure for providing appropriate educational services to address the academic and/or intellectual gifts of identified and/or advanced students. The local plan shall conform to the NC AIG Program published by NCDPI.
PowerSchool	PowerSchool is North Carolina's new student information system. Students and parents are able to access vital information about their children quickly and accurately. They can see the results of tests and assignments as soon as they are recorded, enabling them to intervene quickly and communicate with teachers and guidance counselors, if necessary. PowerSchool allows parents help their children achieve their potential.
PreACT	The PreACT is a low-stakes pre-exam for the ACT. The PreACT is a slightly shorter, slightly easier exam designed to help students prepare for the official ACT exam by simulating the test and testing experience.
PSAT	Pre-Scholastic Assessment Test. Normally taken by high school juniors as a practice test for the SAT. Some schools use the PSAT as a diagnostic tool to identify areas where students may need additional assistance or placement in more rigorous courses.
Qualitative data	Qualitative data is a type of data that is open to interpretation and can be used in a variety of ways- both as a measure of quality and as the basis for analysis. Qualitative data provides insight into the learning experience that cannot always be expressed through numbers. This type of data may include observational data, work samples, teacher feedback, parent questionnaire, student self-assessment, etc.
Quantitative data	Quantitative data is numerical and can be counted, quantified, and mathematically analyzed. This type of data includes student assessments.

SAT	The SAT acronym originally stood for "Scholastic Aptitude Test" but as the test evolved the acronym's meaning was dropped. The SAT is often taken by high school juniors and seniors as a precursor to college/university admission. It assesses a student's verbal, mathematical and writing skills.
SEL	Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. (CASEL, 2020)
Single Subject Acceleration	Single Subject Acceleration is the practice of assigning a student, who meets the specified criteria, to content instructed at a higher grade level with the purpose of meeting the high achieving or gifted student's unique needs.
SIT	The School Improvement Team (SIT) is comprised of elected staff and parent representatives. This team meets throughout the school year to discuss school-wide topics and indicators as they pertain to the goals and objectives of the school Mission Statement and School Improvement Plan. The team utilizes a state program as a tool to guide discussion topics toward full implementation of prescribed success indicators. Decisions are made based on a consensus of the team members.
STEM	Science, Technology, Engineering and Mathematics. STEM curriculum emphasizes connections within and between the fields of mathematics and science; integrates technology; introduces and engages students in the engineering design process; cultivates creativity; and develops skills that drive innovation.
Talent Pool	A Talent Pool, a list of students who have demonstrated potential. School Talent Pools are generated each year using available district and state assessments, as well as individual student performance data to ensure that all students are intentionally reviewed for advanced needs.
Whole Grade Acceleration	Whole grade acceleration is the practice of assigning a student to a higher grade level than is typical given the student's age full-time for the purpose of meeting the high achieving or gifted students' unique needs.

GSRS	<p>Norm-referenced rating scales based on current theories of giftedness and federal and state guidelines regarding the definition of gifted and talented students. Gifted student rating scales are designed to help identify children for placement in gifted and talented educational programs.</p>
<p> The Local ALG Plan glossary is provided in an uploaded document.</p>	