

Mission/Vision Statement and Funding

Aggie Academy (41Z) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* LEA Superintendent's Name:

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This Local AIG Plan has been developed based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021, and 2024). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and related to NC's AIG legislation, Article 9B (N. C. G. S. 115C-150.5).

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

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

* Mission and/or Vision Statement(s)

Mission

Aggie Academy will engage students in culturally sustaining and experiential learning opportunities in science, technology, engineering, the arts, and mathematics (STEAM) to foster innovators, collaborative problem solvers, effective communicators and proactive 21st century global citizens.

Commitments

Aggie Academy is committed to:

- Culturally responsive and sustainable teaching and learning practices
- Holistic child development through building social-emotional learning (SEL) skills and restorative practices (RP)
- Developing critical and creative thinking skills through integrated STEM curriculum and Inquiry-based and experiential learning opportunities
- Intentional and purposeful family and community engagement

Our commitment to developing critical and creative thinking has led us to submit to the state our intention to strategically address the academic, social, and emotional needs of academically and/or intellectually gifted students and other advanced learning. This plan highlights the intentional steps we already have in place, those that will be implemented, and those that we continue to aim towards (ideas to strengthen the standard).

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 2,500.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification	
Aggie Academy (41Z) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 1: Student Identification	<i>The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.</i>
* Practice A Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities, including universal screening, for every student to show their strengths and talents.	Screening Process: Aggie Academy is a public, free lab school serving 3rd, 4th and 5th graders in Guilford County, North Carolina. As a lab school, most of our students enter Aggie Academy having completed the Grade 2 Cognitive Abilities Test (CogAT), that was administered by the local PSU, Guilford County Schools. To address our unique enrollment, we have developed a screening process that can lead to identification as academically gifted and/or intellectually gifted as outlined in Standard 1, Practice B. These practices are applied to all students, thus serving as universal screening process for all students to be identified as academically and/or intellectually gifted. • Screening for Intellectually Gifted: The Aggie Academy accepts the scores of a national-normed assessment of intellectual ability that was administered within the last 12 months by the student's previous PSU prior to enrollment in Aggie Academy. Students who enroll without having such data will be assessed using the Nonverbal Ability Test - 3rd Edition (NNAT3) within the first quarter of their enrollment with the Aggie Academy. • Screening for Academically Gifted: To determine eligibility for identification as academically gifted, the Aggie Academy reviews the data from the previous year's administration of the North Carolina End-of-Grade (EOG) assessment. Because of our status as a lab school, all incoming students were previously enrolled in a setting required to administer the NC EOG assessments. Referral Process: Research indicates that having systemic processes that ensure that all available data is reviewed, rather than relying solely upon referrals, is one of the most positive factors in providing equity and access to gifted services. However, to ensure that the student and their supportive adults can advocate for a student's learning needs, students in grades 3 – 5 may be referred for potential gifted programming by school personnel, a parent/guardian, or community members using the AIG Referral Form. The AIG Referral Form is available on the Aggie Academy's website and is also readily accessible the Instructional Coach/STEM Teacher, who also serves as our gifted resource contact. Once the AIG Referral Form is received, the Instructional Coach/STEM Teacher will conduct a review of available quantitative and qualitative data to determine if the student has intellectual and/or academic data that could establish a pathway for identification. A referral may be submitted for any student not currently identified as academically and/or intellectually gifted.
* Practice B Establishes a process and criteria for AIG student identification at all grade levels, K-12, that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.	Previously Identified in Former PSU: Aggie Academy will honor the identification as academically and/or intellectually gifted determined by the student's previous PSU and documented in the state's student management system or upon receiving official notification from the student's previous PSU. Identification as Intellectually Gifted (IG): Using the composite score on a nationally normed assessment of aptitude, the student must score at the 95th percentile or higher.

Identification as Academically Gifted (AG, AM, or AR):

Using the achievement level and percentile scores from the NC EOG OR data from a nationally normed achievement assessment, the student must score the following:

- Academically Gifted in Math Only (AM):

- o Pathway 1: Achievement score at the highest level as defined by the state for the NC EOG Math Assessment.

- o Pathway 2: Achievement score at the second highest level as defined by the state for the NC EOG Math Assessment PLUS a percentile score at the 90th percentile or higher.

- o Pathway 3: Achievement score at the 90th percentile on a nationally normed math assessment.

- Academically Gifted in Reading Only (AR):

- o Pathway 1: Achievement score at the highest level as defined by the state for the NC EOG Reading Assessment.

- o Pathway 2: Achievement score at the second highest level as defined by the state for the NC EOG Reading Assessment PLUS a percentile score at the 90th percentile or higher.

- o Pathway 3: Achievement score at the 90th percentile on a nationally normed reading assessment.

- Academically Gifted in Multiple Subjects (AG):

- o Pathway 1: Achievement score at the highest level as defined by the state for the NC EOG Assessments in Math and Reading.

- o Pathway 2: Meeting the previously described Pathway 2 options for both Math and Reading.

- o Pathway 3: Meeting the previously described Pathway 1 option in one subject (math or reading) PLUS meeting the previously described Pathway 2 option in the other subject.

- o Pathway 4: Achievement score at the 90th percentile on a nationally normed assessment in math AND reading.

As a STEM focused school, we believe that a student's performance in science also speaks to their academic talent. Therefore, we also recognize Science achievement.

- o Pathway 5: Meeting the previously described Pathway 1 options in math OR reading PLUS an achievement score at the highest level as defined by the state for the NC EOG Assessment in Science.

- o Pathway 6: Meeting the previously described Pathway 1 options in math OR reading PLUS an achievement score at the second highest level as defined by the state for the NC EOG Assessment in Science PLUS a percentile score at the 90th percentile or higher.

Identification as Academically Gifted and Intellectually Gifted (AIG):

To be identified as AIG the student must meet the criteria for Intellectually Gifted as described above AND the criteria for Academically Gifted in multiple subjects as described above.



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* Practice C

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

Aggie Academy was established in 2021-22 by votes of the North Carolina A&T (NC A&T) Board of Trustees, the University of North Carolina System Board of Governors and the state Board of Education. As a historical black university, NC A&T is the largest public HBCU in North Carolina and is committed to advancing human condition and facilitate economic growth in NC and beyond. As with the university, learning in Aggie Academy is done through lens that recognizing the strength of Black American students and the positive impact Black Americans have had in our city, state, nation, and world.

Aggie Academy primarily serves students who live in East Greensboro, which historically was home to some of the city's prominent textile manufacturers. And is now seeing a resurgence in its economic standings due to new development, job opportunities, and community programs. Most of our students can be categorized as African American, EC, and coming from a low socioeconomic background. As such, the referral and identification processes outlined in Standard 1 Practices A and B have an impact on the demographics Practice C seeks to highlight.

Aggie Academy is committed to providing culturally responsive and sustainable teaching and learning practices that celebrate the strengths of all our students and intentionally incorporates collaboration with our family and community who are more than capable of partnering with us to increase critical thinking in our academically and/or intellectually gifted students.

Percent Ethnicity Identified as AIG							
	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female							
Male							
Total							

Percent of Total AIG Students Identified as Dual Exceptionality

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

Beginning Fall 2025, the identified data team will create a database that provides the following for all students enrolled in the Aggie Academy:

- Name
- Student ID
- Applicable AIG identification in previous PSU
- Applicable Aptitude Score
- Previous Year's EOG Score

Students meeting the identification criteria documented in Standard 1, Practice B will be monitored to ensure the following:

- Parent Notification (See Standard 1, Practices E and F)
- Scheduling of Service (See Standard 2, Practice A)

Students not yet meeting the identification criteria documented in Standard 1, Practice B will be monitored for inclusion in talent development opportunities (See Standard 1, Practice I).

In subsequent years, students new to Aggie Academy will be added to this database so that identification and service can be monitored schoolwide.

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

Beginning Fall 2025, the Aggie Academy website will be updated to include a section that provides timely information to our community stakeholders regarding the identification and service provided to students who are academically and/or intellectually gifted. The website will house the following:

- The AIG Referral
- Overview of Identification Criteria
- Overview of Service
- Contact information for Instructional Coach/STEM Teacher

• Opportunities to participate in family/community forums to learn more about gifted programming In addition to the website, annually, during the first quarter, the Instructional Coach/STEM Teacher will conduct a meeting with the parents/guardians of all students identified as academically and/or intellectually gifted. The purpose of this annual meeting is to ensure that families understand how their children were identified and the service that will be provided.
* Practice F Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and maintained in student records. The Notification of Student Eligibility (NSA) is provided to families when their child has been initially identified or to document when Aggie Academy honors the identification from the previous PSU. The NSA contains the following: • Student demographic information • Applicable aptitude data (not administered any earlier than Grade 2) from a nationally normed assessment • Applicable NC EOG data • Applicable identification based on available aptitude and achievement data • Applicable service based on identification • A section for the parent/guardian to accept or decline identification and service If new data warrants a change in the student's identification a new NSA will be provided to the family. Once returned all NSA documents are housed in the student's cumulative file and acceptance/denial of service is noted in the database maintained by the Instructional Coach/STEM Teacher.
* Practice G Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is developed and reviewed annually with parents/ guardians to ensure effective programming, provide a continuum of services, and support school transitions. Standard 2, Practice A documents the service provided to students identified as academically and/or intellectually gifted. Annually, during the parent/guardian meeting, parents will receive the Differentiated Education Plan (DEP) that will describe the pull-out enrichment opportunities available to the student based on their identified area (see Standard 1, Practice B). The NSA and DEP both will summarize the services provided to a student that are fully explained in Standard 2, Practice A: • Intellectually Gifted (IG): Forty minutes of weekly pull-out that fosters critical thinking. • Academically Gifted (AG, AM, or AR): Forty minutes of weekly pull-out per subject area. • Academically and Intellectually Gifted (AIG): These students receive the service for IG as well as for AG/AM/AR.
* Ideas for Strengthening the Standard ▪ Hire dedicated AIG Specialists

- Invest in database programming or partner with appropriate university department for the creation of a database that can be sustained for a minimum of 15 years. - Administered another national normed assessment to gather academic data in conjunction with the use of the NC EOG		
Planned Sources of Evidence		
*	Aptitude data	
*	Achievement data (NC EOG scores)	
*	Instructional Coach/STEM Teacher roles and responsibilities	
*	Master schedule	
*	School principal	
*	Reviews conducted by the Aggie Academy Director	
Type	Documents	Document/Link
AIG Standard 1 Additional Resources	Document Template	N/A

Standard 2: Comprehensive Programming within a Total School Community

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Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

Delivers an AIG program with comprehensive services that address the academic and intellectual needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

The details below summarize the service that will be provided for each identified area:

Services for Intellectually Gifted (IG):

- Enrichment:** These students will receive 40 minutes of weekly pull-out enrichment provided by the Instructional Coach/STEM teacher and/or academic specialist. Students will be grouped together for grades 3 – 5 with lessons using the ThinkLaw Framework, Jacob's Ladders, and/or other resources that address critical and creative thinking.
- Extending Learning:** Quarterly, the family will receive the **Opportunities for Extended Learning (OEL)** document. This is a reflective document that details at least four times the teacher was intentional with their implementation of high impact teaching strategies (HITS) to meet the needs of intellectually gifted students during the previous quarter. The OEL will be distributed with the Report Card. The focus HIT strategies for academically and/or intellectually gifted students include: Problem Solving, Questioning, Collaboration, Socratic Seminars, Mentorship, Authentic Audiences, Inquiry-based Instruction, and Metacognitive Strategies.

Services for Academically Gifted (AG, AM, or AR):

- Enrichment:** For their identified content area, students will receive 40 minutes of pull-out weekly enrichment provided by the Instructional Coach/STEM teacher and/or other specialist. Students will be grouped by grade level. If there are 5 or fewer identified students per grade level and content area, at the discretion of the school principal, these students can be combined with another grade level for the same content area. These students will receive 40 minutes of weekly pull-out enrichment focuses on themes that use Engineering Design Principals to solve problems impacting our city, state, nation, and world.

Grade 3:	Grade 4:	Grade 5:
Math:	Math:	Math:

Quarter 1 & Quarter 2: STEM Challenges	Quarter 1 & Quarter 2: STEM Challenges	Quarter 1 & Quarter 2: Data for Research Project STEM Challenges
Quarter 3 & Quarter 4: Math Quest	Quarter 3 & Quarter 4: Math Quest	Quarter 3 & Quarter 4: Math Quest
Reading:	Reading:	Reading:
Quarter 1 & Quarter 2: Counselor Connect	Quarter 1 & Quarter 2: Counselor Connect	Quarter 1 & Quarter 2: Research Presentation (Poster Talks)
Quarter 3 & Quarter 4: Arts Integration	Quarter 3 & Quarter 4: Arts Integration	Quarter 3: Arts Integration Counselor Connect
		Quarter 4: Counselor Connect

Accelerating and Extending Learning: In PLCs, teachers are to discuss the data of their students to identify opportunities to compact the standards as well as extended student learning to include more depth and complexity. Each week, on the OEL document, the teachers are to note how the lesson included tiered support that aligned with DOK Level 3 & Level 4 questions/tasks as well as intentional implementation of the HIT strategies. Although all identified students will be clustered in one classroom, the PLC conversations help to ensure that other advanced learners have their needs met as well.

Services for Academically and Intellectually Gifted (AIG):

These students will receive the IG and AG enrichment as well as the opportunities for acceleration and extending learning documented in the AG section above.

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*** Practice B**

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

At each grade level, for students identified as academically and/or intellectually gifted, the School Counselor will provide dedicated group lessons during reading (see chart in Standard 2, Practice A). These lessons will specifically address the SEL needs of academically and/or intellectually gifted learners and aim to develop the skills they need to begin planning their post-secondary options. The focus is as follows:

Grade 3:	Grade 4:	Grade 5:
Executive Functions for Learning	Career Exploration	Transition to Middle School

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*** Practice C**

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

As a lab school, we are not bogged down with the bureaucracy typically found in traditional PSU settings. Our Aggie Academy Advisory Board believes that all students need to be pushed in a way that will allow them to exceed growth. As such, our board has initiated our efforts to be the first lab school with an AIG Plan approved by the state. This highlights our commitment to providing an environment where academically and/or intellectually gifted students are afforded the opportunity to explore STEM concepts in a way that also includes acceleration, extension, and enrichment. The board's commitment is also evidenced by:

- Allotted budget to purchase resources necessary for AIG programming
- Flexibility in master schedule to include services opportunities
- Professional Learning opportunities to provide classroom teachers with information on the characteristics of academically and/or intellectually gifted students and how to best meet their needs.
- Exploring opportunities to have all teachers licensed in gifted education.

* Practice D Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs. As long as the number of identified students is 10 or less, at each grade level, these students will be grouped in one classroom. When a grade level has more than 10 identified students, the students will be grouped in two classrooms (with 50% in each class) plus other advanced students to add up to 10 gifted and advanced learners in each classroom.	
* 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. Annually, at the first staff meeting (for the academic year), the school principal reviews current gifted numbers and detail the expectations for classroom enrichment as well as pull-out enrichment. As students become newly identified the Instructional Coach/STEM Teacher ensures that the classroom teacher, Aggie Academy Director, and school principal are aware. This is done through access to the schoolwide database and email communication. In PLCs, the Instructional Coach/STEM Teachers facilitates conversation on how current data reveals needs for acceleration and extension in the classroom.	
* Practice F Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points. As students are identified as academically and/or intellectually gifted, their identification is documented in the state's student information management system. Additionally, the Instructional Coach/STEM Teacher creates an AIG folder that contains current and historical documentation of a student's potential for academically and/or intellectually gifted identification and service. This folder is housed in the student's cumulative record, which follows the student as their matriculate through the public educational system. As a lab school the key transition points are initial enrollment and transition back the local PSU. Initial Enrollment: For each incoming cohort or new students entering an established cohort, the students' cumulative records and digital records maintained in the state's student information management system are reviewed for evidence of academically and/or intellectually gifted identification and service. As described in Standard 1, Practice D, the Instructional Coach/STEM Teacher maintains an AIG database that documents the data reviewed to determine eligibility. Upon reviewing the data, the Instructional Coach/STEM Teacher will update the database and inform school staff of eligible students and the service that is to be provided to the students. Transition Back to the Local PSU: For each outgoing cohort, the school principal will ensure that the state's student information management system is up-to-date and correctly reflects the student's eligibility. Additionally, to help parents/guardians better advocate for their child's needs as they transition back to their local PSU, our families will be supported in the following ways: Transition to Middle School Family Presentation that informs families on general information regarding the academic, social, and emotional needs of middle school students. During this presentation, there will be a segment that focuses on the programs available in the local PSU to special populations (EC, ML, and AIG) and the departments that are responsible for implementation (in the local PSU). For our AIG families this will include highlighting reciprocity of identification and/or service, if addressed in the AIG Plan of the local PSU. This is a part of the Aggie Academy Reengagement to Middle School (RAMS) plan. - Each parent/guardian of students identified as academically and/or intellectually gifted will be provided with a physical copy of the student's Notification of Student Eligibility (NSA) which documents the data reviewed and decisions made regarding eligibility and service. We believe providing each	

parent/guardian with a physical copy of the NSA will better equip parents/guardians to advocate for their child's needs as they transition back to their local PSU.

*** 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.

Content-Based Acceleration:

Content-based acceleration is a strategy used to meet the needs of academically and/or intellectually gifted students by allowing them to move ahead in specific subject areas where they show advanced ability, without skipping an entire grade. Instead of repeating material they've already mastered, students are given access to more advanced content at a faster pace. At Aggie Academy, in practice, this comes in the form of:

- **Subject acceleration:** The student attends a higher-grade class for math, reading, or science.
- **Curriculum compacting:** Teachers assess what the student already knows and streamline instruction, allowing time for more advanced or enriched material.

We believe that successful implementation of content-based acceleration depends on assessment of readiness, where academic ability, motivation, and emotional maturity are all considered coupled with ongoing support from teachers, the counselor, Instructional Coach/STEM Teacher, and administration who monitor progress and provide guidance. We believe that content-based acceleration can lead to higher academic achievement and increased engagement without negatively affecting social or emotional development. At grade 5, digital resources may be used to facilitate subject acceleration. Due to the uniqueness of our 3-year program, we do not provide grade acceleration because we want all of our students to experience all components of our academic offerings.

Opportunities for curriculum compacting are based upon instructional decisions made by the classroom teacher while decisions regarding subject acceleration are made by the school's leadership team with input from the parent/guardian and teacher based upon the following actions:

1. Initial Referral: A teacher, parent/guardian, other school staff, or community stakeholder with knowledge of the student's ability to consistently perform well above grade level expectations in math, reading or science can refer the student for acceleration consideration.

2. Preliminary Review: The Instructional Coach/STEM Teacher will gather existing data, which may include:

- o Standardized test scores
- o Classroom performance and grades
- o Teacher observations
- o Student work samples

If the evidence suggests that the student is significantly ahead of their grade-level peers, the process moves forward. If the data does not indicate significant gaps between the student's performance and that of the grade-level peers, the Instructional Coach/STEM Teacher may collaborate with the classroom teacher to discuss more intentional classroom differentiation for the student.

3. Comprehensive Evaluation: It should be noted that the parent/guardian may be asked to obtain private testing to ensure that any decisions regarding subject acceleration are in alignment with the academic expectations of the local PSU, which the student will eventually transition back to. During this step, a multidisciplinary team conducts a deeper assessment, which may include the use of the *Iowa Acceleration Scale* to guide the review the following:

- o Diagnostic testing in the subject area - o Measures of cognitive ability - o Evaluation of motivation, study habits, and executive functioning - o Social-emotional readiness screening 4. Team Decision-Making: The leadership team, AIG Advisory Board, and/or Aggie Advisory Board - including the teacher and parent/guardian - will review the data and consider the following: - o Academic readiness - o Social-emotional development - o Long-term academic planning - o Student and family input 5. Trial Period: A short trial (minimum of 4 weeks) of the accelerated placement to observe how the student adjusts academically and socially. 6. Implementation Plan: If acceleration is approved, the team will create a plan that includes: - o The new placement (i.e., attending a higher-grade class for math, reading, or science). Subject acceleration does not result in a grade level change, as such, the student will be expected to take the NC EOG assessment for the grade they are officially enrolled (unless NCDPI procedures are updated to state otherwise). - o Support structures (e.g., check-ins with a staff member) - o Communication plan with all stakeholders - o The student's Notification of Student Eligibility (NSA) form will be updated to reflect that subject acceleration is being provided to meet the student's demonstrated needed. Additionally, if any data collected as part of the acceleration request results in a change in identification this will be noted on the NSA as well. 7. Ongoing Monitoring: The student's progress is reviewed regularly to ensure the placement remains appropriate. Adjustments are made as needed. These seven process steps help to ensure that acceleration is not just a quick fix but a well-supported educational intervention.	
* Practice H Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming. As previously stated, the grade levels served by the Aggie Academy are grades 3 – 5. As such, this practice is not applicable to our program.	
* Practice I Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of talent development efforts, including frontloading, in grades 4-12.	

As previously stated, the grade levels served by the Aggie Academy are grades 3 – 5. As such, for this practice we will address our talent development efforts for grades 3 – 5. As a STEM-based lab school, addressing this practice means intentionally designing systems that identify and nurture potential in <i>all</i> students—especially those from underrepresented backgrounds—before formal gifted identification. Our universal practices for developing potential in grades 3 – 5 include: • We have adopted a Talent Development Mindset: Shift from identification focus to “potential in progress”. Our teachers are trained to recognize diverse expressions of giftedness and create classroom environments that encourage a growth mindset culture where challenge is normalized. • Implement Frontloading Strategies: Frontloading provides early access to advanced content and skills <i>before</i> formal identification. In a STEM-based school, this includes: • <i>STEM enrichment clusters:</i> Short-term, interest-based projects that expose all students to high-level thinking and problem-solving. • <i>Pre-teaching advanced vocabulary and concepts:</i> Especially in math and science, so students are ready to engage deeply when the content appears in class. • <i>Maker spaces and inquiry labs:</i> Open-ended environments where students can explore, tinker, and demonstrate advanced thinking in nontraditional ways. • Differentiate Within the Core: Through professional development our teachers learn to use tiered assignments and flexible grouping; integrate project-based learning with real-world applications; and offer choice boards or learning menus that allow students to go deeper or broader based on readiness.	
* Practice J Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day. To address this practice in a meaningful way, Aggie Academy had designed extracurricular programming that both deepens academically and/or intellectually gifted students and other advanced learners’ academic strengths and nurtures their personal interests. • STEM and Academic Enrichment Clubs: We offer clubs such as robotics, coding, math Olympiads in conjunction with the university, and debate teams that provide intellectually stimulating environments where academically and/or intellectually gifted students and other advanced learners can collaborate, compete, and innovate beyond the classroom. • Passion-Driven Projects: Our teachers create opportunities for students to pursue independent or small-group projects aligned with their interests—like writing a novel, designing a video game, or launching a podcast. Through our partnership with the university, college professors, staff, and students are available to assist and support in these efforts. • Partnerships with Community Organizations: Most school systems view their local university as a community stakeholder. However, due to the structure of our lab school, the nation’s largest Historically Black College or University (HBCU) is a direct partner and vested stakeholder. Faculty, staff, and students from NC A&T State University support our school and see our students as an extension of the university. Our collaborative partnership yields workshops, internships, and speaker series. For example, the university has a radio station that could be contacted to provide an enrichment activity for students interested in media production. • Leadership and Service Opportunities: Our academically and/or intellectually gifted students and other advanced learners are encouraged to lead school-wide initiatives, mentor younger at the university’s on-campus day care, or design service-learning projects. Our Aggie Academy Director leads the charge in ensuring that our teachers or other university staff are available to support these initiatives that build confidence, empathy, and real-world skills. These programs are accessible, student-centered, and responsive to the diverse talents within the AIG population.	
* Ideas for Strengthening the Standard	

• Dedicated AIG Specialists • Dedicated STEM Based Curriculum Units (Such as Project Lead the Way) for gifted programming • All teachers have their AIG Licensure, including the school principal. The College of Education supports a pathway towards AIG Licensure by offering approved courses on the campus of NC A&T State University • Stipends paid to teachers for completion of appropriate training completed outside of normal teaching hours

Planned Sources of Evidence		
*	PLC Agendas and Minutes	
*	Purchase Orders	
*	Pull-out enrichment pacing guides	
*	Completed Opportunities for Extended Learning (OEL) documents	
*	School Master Schedule	
*	Class rosters	
*	AIG Database	
*	Email notifications from the Instructional Coach/STEM Teacher and other classroom teachers and specialists	
*	Agendas from meetings with local PSU to discuss the reengagement of our students as they return back the PSU	
*	Sign-In Sheets from parent engagement meetings/presentations	
*	Completed Notification of Student Eligibility (NSA) forms	

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

Standard 3: Differentiated Curriculum and Instruction

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Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

The North Carolina Standard Course of Study is adapted for advanced learners through differentiated practices implemented by classroom teachers and, for students identified as academically and/or intellectually gifted, supplemented with enrichment units delivered by the Instructional Coach/STEM Teacher. The unique educational focus of the Aggie Academy allows students to experience the NC Standard Course of Study in a way that develops their ability to explore the relationship between what they are learning and real-world application.

Opportunities for Enrichment

Enrichment is defined as a variety of learning opportunities that enhance a student's interest and talents through creative and academic exploration. The need for enrichment is met in the following ways:

- Pull-out Enrichment Courses provided by the Instructional Coach/STEM Teacher for students identified as academically and/or intellectually Gifted as described in Section 2.
- Aggie Academy offers before, during, and after school programming that meets the expressed needs of the student body. Such programming allows students the opportunity to collaborate with others with similar skillsets and desire to explore academic topics in ways that extend and enrich the knowledge gain in the classroom, for example our robotics team (Aggie Algorithmic Adventures) and our teacher STEM club for our teachers.

Opportunities for Extension

Extension is defined as instruction designed to broaden the understanding of a standard by adding depth and complexity. At Aggie Academy, the classroom teacher takes the lead in providing differentiation that allows students to uniquely experience the curriculum. Through our partnership with the College of Education at NC A&T State University we have resources available that serve to extend the NC Standard Course of Study:

- ThinkLaw
- Jacob's Ladder
- Ceasar's English
- STEMscopes
- Curriculum Associates (iReady)

Opportunities for Acceleration

Acceleration is defined as the student's progress through an educational program at rates faster or at ages younger than conventional. Through ongoing opportunities to assess student achievement, classroom teachers are expected to use data to identify students who demonstrate advanced mastery of grade-level skills and content. In the classroom, before beginning units of study, teachers will pre-assess students to identify each student's level of readiness for the content. When students demonstrate mastery of content, the teacher will provide differentiation that will allow the student to skip content that has already been mastered. In addition to classroom differentiation that focuses on acceleration within the grade-level classroom, the following acceleration opportunities are available:

• Subject Acceleration • Grade Acceleration	* Practice B Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12. Classroom teachers play a pivotal role in nurturing the potential of academically and intellectually gifted students. Their responsibilities go far beyond simply delivering content—they must create an environment where gifted learners feel challenged, inspired, and understood. During PLCs, classroom teachers meet with the administrator and/or other curriculum leaders (such as the Instructional Coach/STEM Teacher) to discuss our school's collective understanding of the NC Standard Course of Study and how to adapt the learning environment based on the following minimum expectations for gifted learners and other advanced students, in grades 3 - 5: Differentiating Instruction Academically and/or intellectually gifted students often learn at a faster pace and require deeper exploration of topics. Teachers will use pre-assessment data to determine a student's readiness level and when needed they will select the appropriate response to the student's readiness level: • Compact the curriculum to avoid repetition of mastered material. When such compacting is done it must be documented on the Opportunities for Extended Learning (OEL) document. • Offer in-class enrichment activities that promote critical and creative thinking. When in-class enrichment activities are they must be documented on the OEL. • Use tiered assignments or independent study projects tailored to students' strengths and document these opportunities on the OEL. Creating a Stimulating Environment Academically and/or intellectually gifted students thrive in classrooms that encourage curiosity and innovation. At Aggie Academy, teachers create a stimulating environment in the following ways and documents the use of any of these strategies in the OEL. • Incorporate open-ended questions and real-world problem-solving • Allow students to explore personal interests through research or creative projects • Foster a culture of intellectual risk-taking and inquiry Encouraging Autonomy and Ownership Academically and/or gifted students benefit from opportunities to take charge of their learning. At Aggie Academy, teachers allow for student ownership in the following ways and, when used, documents the strategy on the student's OEL. • Let students help shape their learning goals and pathways • Provide choices in assignments and assessments • Encourage self-directed learning and reflection At Aggie Academy, our teachers champion our students to develop the innovation needed to solve the issues that will impact our future communities. * Practice C Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students. The College of Education at NC A&T State University supports the Academy Aggie administrator in investigating the latest research-based resources and identifying opportunities for professional development that help our teachers identify, evaluate, and communicate current best practices that provide academic and intellectual enrichment, social and emotional development, and culturally responsive and inclusive practices.
Academic & Intellectual Enrichment	

▪ William & Mary Center for Gifted Education Units – Inquiry-based language arts and science units that promote critical thinking and advanced content. ▪ Jacob’s Ladder Reading Comprehension Program – Targets high-level reading and reasoning skills using complex texts. Social & Emotional Development ▪ NAGC’s Social-Emotional Learning Toolkit – Provides strategies for educators to support gifted students’ emotional regulation, identity, and resilience. Culturally Responsive & Inclusive Practices ▪ HOPE Scale (Renzulli Center) – A tool for identifying giftedness in underrepresented populations. Equity in Gifted Education Toolkit (NAGC) – Helps districts ensure access and support for diverse gifted learners.	* Practice D Fosters the development of durable skills and mindsets which support post-secondary success. These skills include adaptability, collaboration, communication, critical and creative thinking, empathy, learner’s mindset, and personal responsibility. As a STEM-focused school serving grades 3 – 5, we implement practical, developmentally appropriate programming that foster durable skills that align the NC Standard Course of Study, the NC AIG Program Standards, and the NAGC standards: • Project-Based Learning (PBL) with Real-World Contexts: Interdisciplinary STEM projects that require students to solve authentic problems—like designing a water filtration system or creating a sustainable garden. These activities naturally build: - o Critical and creative thinking through open-ended inquiry - o Collaboration and communication via team roles and presentations - o Personal responsibility through project timelines and deliverables • STEM Mentorship & Peer Coaching: Academically and/or intellectually gifted students and other advanced learners are paired with STEM mentors (school staff; college faculty, staff, and students; and other community partners) to explore real-life problems in a way that encourages: - o Adaptability as they learn from diverse perspectives - o Empathy through mentoring relationships - o Learner’s mindset by modeling growth and curiosity • STEM Communication Showcases: We host “STEM Talks” where students present their learning to families. Our academically and/or intellectually gifted students not only present to their families but also university partners with expertise in their topic areas. For academically and/or intellectually gifted students and other advanced learners, this approach: - o Communication and personal responsibility - o Learner’s mindset by reflecting on growth and feedback • Social-Emotional Learning (SEL) Embedded in STEM: We use SEL-aligned STEM read-alouds (like Rosie Revere, Engineer) and/or journaling prompts that explore perseverance, teamwork, and ethical dilemmas in science. This helps academically and/or intellectually gifted students and other advanced learners: - o Develop empathy and self-awareness - o Connect emotional intelligence to academic tasks • Flexible Grouping & Student Choice: Academically and/or intellectually gifted students and other advanced learners are offered tiered STEM tasks and/or passion projects where they choose how to explore a concept. This fosters: - o Adaptability and initiative - o Critical thinking through differentiated pathways
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* Practice E

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

In addition to state required assessments (i.e., NC EOG), to meet this practice effectively we embed assessment as a dynamic part of our instructional cycle—not just a checkpoint. This is done in ways that also incorporate our STEM focus. Our assessment cycle involves:

- **Pre-Assess for Readiness and Interests:** Before launching a unit, our teachers use tools such as:

- KWL charts or STEM interest surveys to gauge prior knowledge and passions

- Student response on applicable performance tasks from the previous unit that helps the teacher assess conceptual understanding and group students flexibly and tailor content depth.

- **Formative Assessment as Feedback Loop:** Our teachers incorporate ongoing checks. Those proven effective with meeting the needs of our academically and/or intellectually gifted students and other advanced learners. The use formative assessments guide real-time instructional adjustments and support metacognition.

- o STEM journals with reflection prompts (“What challenged me today?”)

- o Exit tickets that ask students to apply a concept in a novel way

- o Peer critiques during design challenges

- **Summative Assessments with Choice:** For academically and/or intellectually gifted students and other advanced learners, we believe that offering culminating tasks with options—like creating a video explanation, building a prototype, or writing a persuasive pitch taps into different strengths and encourages ownership.

- **Data-Informed Differentiation:** Our teachers are expected to use assessment data to provide interventions that specifically meet the needs of academically and/or intellectually gifted students.

- o Compact curriculum for students who’ve already mastered content

- o Offer enrichment clusters or independent investigations

- o Scaffold for students needing more support or time

Digital Tools for Real-Time Insight: Our teachers use platforms like Flip, Padlet, or Seesaw that are used to capture student thinking and allow for quick formative feedback loops. These digital tools are helpful in STEM classrooms where process matters as much as product.

* Practice F Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction.	To meet the expectations of this practice, Aggie Academy fosters collaboration that brings diverse expertise to the table to address the academic, social, and emotional needs of academically and/or intellectually gifted students and other advanced learners. The list below provides a breakdown of key personnel who support differentiated curriculum and instruction for advanced learners in a STEM-focus setting serving students in grades 3 – 5. · AIG Coordinator (See Standard 4, Practice A): As the person responsible for the implementation of gifted programming, our Aggie Academy Director along with the Instructional Coach/STEM teacher are the linchpins—helping identify gifted students, guiding differentiation strategies, and ensuring alignment with the school's AIG plan. · Classroom Teachers: Implement day-to-day differentiation and support students through flexible grouping, tiered assignments, and enrichment strategies tailored to academically and/or intellectually gifted students and other advanced learners. · Instructional Specialist: Provide professional development, co-plan lessons, and model instructional strategies that challenge and engage advanced learners. · School Counselor: Is essential for supporting the social-emotional needs of academically and/or intellectually gifted students and other advanced learners, especially around perfectionism, peer relationships, and self-advocacy. · Media/Technology Specialist: Help integrate digital tools and research-based resources that extend learning and promote independent inquiry. · Exceptional Children (EC) Teacher: Collaboration with these specialists ensures that twice-exceptional and multilingual gifted students receive appropriate support and challenge. · Administrators: Set the tone for a culture of collaboration, allocate resources, and ensure time for co-planning and professional learning. NC A&T State University Partnership: Enrich instruction and provide real-world connections that deepen learning. Key staff members include.
* Ideas for Strengthening the Standard	· Dedicated AIG Specialists · Dedicated resources for classroom teachers to use to meet the instructional needs of academically and/or intellectually gifted students and other advance learners · All teachers have their AIG Licensure, including the school principal. The College of Education supports a pathway towards AIG Licensure by offering approved courses on the campus of NC A&T State University · Purchase Project M³ (Mentoring Mathematical Minds) – A research-based curriculum designed for mathematically gifted students in grades 3–6 to use for pull-out enrichment · Secure funding to purchase items that address the SEL needs of gifted students, such as SENG (Supporting Emotional Needs of the Gifted), which offers resources and parent groups focused on the emotional well-being of gifted students.

- Conduct book study for teachers and parents using a book that focuses on the SEL needs of gifted learners, such as **“When Gifted Kids Don’t Have All the Answers” by Judy Galbraith & Jim Delisle** – A practical guide for addressing perfectionism, underachievement, and peer relationships.
 - Introduce **Design Thinking Challenges** to design thinking cycles (empathize, define, ideate, prototype, test) in classroom activities. For academically and/or intellectually gifted students and other advanced learners, this approach will build empathy and creative thinking; and encourage resilience and adaptability through iteration
- Use **rubrics with tiered Expectations** that reflect varying levels of complexity and align to our focus on design engineering principles. For our academically and/or intellectually gifted students, this will encourage our teachers to use rubrics that simply state the depth of knowledge required at each level. Such transparency will allow students to exercise choice and voice and recognize the connection between effort and final grade. At a minimum, our robotics rubric could high: Level 1: Build a working model; Level 2: Optimize for speed or efficiency; and Level 3: Integrate sensors or code loops.

Planned Sources of Evidence

* PLC Agendas and Minutes	
* Purchase Orders	
* Agendas and minutes from partnership meetings with NC A&T State University	
* Completed Opportunities for Extended Learning (OEL) documents	
* School Master Schedule	
* AIG Database	
* Email notifications from the Aggie Academy Director to all instructional staff regarding programming for gifted learners	
* Videos and other documents from STEM Talks	
* Agendas from meetings with local PSU to discuss the reengagement of our students as they return back the PSU	
* Sign-In Sheets from parent engagement meetings/presentations	

Standard 4: Personnel and Professional Development	
Aggie Academy (41Z) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 4: Personnel and Professional Development	<i>The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the diverse needs of gifted learners that is ongoing and comprehensive.</i>
* Practice A Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan. The Aggie Academy Director and the Instructional Coach/STEM teacher will serve as the school's AIG Coordinators. These staff members will pursue AIG licensure through an approved program. and will complete requirements by [Fall 2027]. The school is committed to meeting the licensure requirement and ensuring that the AIG program is guided by qualified personnel. In the meantime, a support plan is in place to ensure continuity and compliance · Interim Support Structures: As our staff work towards AIG licensure, Aggie Academy will ensure program quality in the following ways: - o Collaborating with a current district-level AIG specialist who holds AIG licensure in NC and who will serve as a mentor to the Aggie Academy Director and the Instructional Coach/STEM Teacher. This mentor will meet regularly (a minimum of quarterly) with key staff to provide insight and guidance on NC AIG programming. - o Using a team-based approach to guide and monitor the AIG plan. - o Our Aggie Academy Director, Instructional Coach/STEM Teacher, and other identified staff will be encouraged to participate in ongoing professional development aligned with AIG best practices and will be required to participate in the annual NCAAGT conference. · Document Progress and Oversight: As our staff works towards AIG licensure, the Dean of the College of Education will monitor our efforts towards compliance for this practice: - o NC AIG licensure coursework completion - o Mentorship logs - o Evidence of program planning and implementation aligned with NC DPI expectations We believe that this approach shows our awareness of the standard and our commitment to actively work towards full compliance with integrity and transparency.	
* Practice B Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, and social and emotional needs of K-12 AIG students and supports the implementation of the local AIG program and plan. Our school has contracted with district-level AIG specialist who holds AIG licensure in NC who will serve as a mentor to our Aggie Academy Director and the Instructional Coach/STEM Teacher to provide support in the implementation of our AIG Plan. Through this mentorship, our Aggie Academy Director and	

Instructional Coach/STEM Teacher are supported in their role to directly support the academic, intellectual, and social-emotional development of academically and intellectually gifted students and other advanced learners in the following responsibilities: ▪ Collaborate with classroom teachers to design and implement differentiated instruction and enrichment opportunities in STEM and core content areas. ▪ Provide direct services to identified students through pull-out groups, co-teaching models, and talent development clusters. ▪ Lead professional development sessions focused on gifted pedagogy, social-emotional learning, and culturally responsive practices. ▪ Participate in data analysis and student progress monitoring to inform instructional decisions and support growth. ▪ Serve on the school's leadership team to guide the implementation, revision, and evaluation of the AIG plan. ▪ Contribute to parent engagement efforts and community outreach to ensure a holistic support system for all advanced learners.	* 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. Our school has established clear professional development (PD) expectations to ensure that all personnel involved in gifted programs and services are equipped to meet the academic, intellectual, and social-emotional needs of academically and/or intellectually gifted students and other advanced learners. These requirements include: ▪ Classroom Teachers: Participate in annual PD focused on differentiated instruction, inquiry-based learning, and STEM enrichment strategies for high performing students. This training will be provided by our contracted mentor and our Instructional Coach/STEM Teacher and is tailored to the instructional needs identified through an analysis of our data. Annually, our teachers are required to self-select a topic from the <u>NCDPI AIG Booster Shots</u> and provide a reflection on how the self-study will enhance their instructional practices. Once a teacher has completed all topics and no updated information is available from NCDPI, the need to continue to develop appropriate instructional practices will be done via other online platforms or conference participation. ▪ Instructional Specialists: Engage in quarterly collaborative planning sessions with the Instructional Coach/STEM Teacher to align curriculum and instructional practices with gifted education best practices. ▪ Student Services Personnel (e.g., counselors, social workers): Student service personnel are required to self-select a topic from the <u>Social and Emotional Booster Shots</u> provided by the NCDPI. Once all topics have been completed and no new content is available from the NCDPI, funding will be provided so that these staff members can attend PD on the social-emotional development of high performing students. ▪ Aggie Academy Director and/or School Administrator: Our school administrator will be required to complete all NCDPI Booster Shots mini-PD sessions within a three-year period. Our school administrator will be required to meet with our contracted mentor to discuss their learning and their understanding of the role they play in structuring our learning environment in a way that meets the educational needs of all students including those who are performing at levels that far exceed their peers. Additionally, our school administrator will meet regularly with Aggie Academy Director to discuss AIG program standards, compliance expectations, and strategies for supporting a schoolwide culture of excellence and equity in gifted education. Our school will maintain a PD log and reflection system to monitor participation and impact. We also collaborate with our contracted mentor and key university staff to ensure alignment with state guidelines and evolving best practices.
* 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. At present, our general education teachers have not yet earned the AIG add-on license; however, they are actively engaged in professional development aligned with NCDPI expectations. This includes: ▪ Completion of DPI-endorsed AIG online modules (NC AIG Booster Shots) and local PD sessions focused on differentiation, gifted characteristics, and instructional strategies that will be provided by our contracted mentor and Instructional Coach/STEM Teacher as described in Standard 4, Practice C.	

▪ Ongoing collaboration with our Instructional Coach/STEM Teacher to co-plan and implement differentiated lessons for high performing students. ▪ Participation in vertical team meetings and data reviews to support talent development and academic growth. Aggie Academy is committed to building internal capacity and ensuring that all personnel providing services to academically and/or intellectually gifted students are equipped with the knowledge and skills necessary to meet their needs. The Dean of the College of Education will direct funding so that each year we are adding up to three teachers to a cohort attending an approved program to earn their AIG licensure. We anticipate that by Fall 2029 all classroom teachers will have their AIG licensure. As positions have vacancies, we will prioritize those with AIG licensure and STEM experience.	* Practice E Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds. Our school is committed to recruiting and retaining AIG-licensed professionals who reflect the diversity of our student population and bring a range of perspectives to gifted education. To support this goal, we have developed the following strategies: ▪ Grow-Your-Own Pipeline: As stated in Standard 4, Practice D, the Dean of the College of Education will direct funding so that each year we are adding up to three teachers to a cohort attending an approved program to earn their AIG licensure. We identify high-potential educators within our school and encourage them to pursue AIG licensure through this initiative. ▪ Targeted Recruitment: We will prioritize AIG licensure and STEM experience in job postings and actively recruit from educator preparation programs that serve diverse candidates, such as the College of Education at NC A&T State University. ▪ Partnerships with Institutions of Higher Learning: We are the only NC lab school that is housed on the campus of an HBCU. North Carolina A&T State University's College of Education focuses on culturally responsive and sustaining practices with an unapologetically focus on advancing equity for greater justice. These strategies are reviewed annually as part of our AIG program evaluation to ensure alignment with our school's equity goals and the NCDPI's <u>Equity and Excellence Call to Action</u>.
	* Practice F Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices. Our school provides targeted professional learning experiences that support equity and excellence in gifted education by addressing mindsets, policies, and instructional practices. These include: ▪ Equity-Focused PD Series: Teachers and staff participate in ongoing sessions that explore topics such as culturally responsive teaching, underrepresentation in gifted programs, and implicit bias in identification and instruction. These presentations are offered by our contracted AIG licensed mentor alongside our Instructional Coach/STEM Teacher. ▪ STEM Equity Workshops: We partner with key departments from NC A&T State University (i.e., College of Education, College of Engineering, and College of Agriculture and Environmental Science) to offer PD on inclusive STEM practices, ensuring that gifted learners from all backgrounds have access to rigorous, hands-on learning. ▪ Mindset Shifts Through Data: Staff engage in data reviews that highlight disparities in AIG identification and performance, using this information to reflect on and revise referral practices and instructional approaches. Additionally, these data discussions include analyzing our local PSU and supporting our students and families so that they can transition back to the PSU with knowledge and understanding of how equity and access is addressed and monitor within the PSU. ▪ Policy Review and Revision: Our leadership team conducts annual audits of school-level policies to ensure they promote access, opportunity, and support for all gifted learners, particularly those from historically underrepresented groups or those students who may be underrepresented within our school demographics.

▪ Leadership Development: Administrators and teacher leaders receive training on how to lead equity-focused conversations, support inclusive talent development, and model high expectations for all students. These efforts are aligned with the NCDPI's <u>Equity and Excellence Call to Action</u> and are reviewed annually to ensure impact and sustainability.	* 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. Aggie Academy has a unique partnership with North Carolina A&T State University, this partnership provides a rich, equity-centered environment for cultivating giftedness that also helps to strengthen our professional development efforts by: ▪ Embedding culturally responsive practices into PD sessions through collaboration with university faculty, with an intentional focus on collaboration with the College of Agriculture and Environmental Sciences; College of Arts, Humanities, and Social Sciences; College of Education; College of Engineering, and College of Science and Technology ▪ Offering access to university-led seminars, guest lectures, and research-based strategies that align with best practices in gifted education. ▪ Creating mentorship and observation opportunities for our staff to learn from pre-service teachers and professors with expertise in equity, STEM, and talent development. ▪ Aligning PD with state equity initiatives, including the NCDPI's Equity and Excellence Call to Action. Our partnership with North Carolina A&T State University not only supports the refinement of instructional practices but also reinforces our commitment to developing a diverse pipeline of educators and leaders committed to the academic, social, and emotional needs of academically and/or intellectually gifted students and other advanced learners. In addition to our unique partnership with a HBCU, our transparency regarding the need for our Instructional Coach/STEM Teacher and classroom teachers to obtain AIG licensure also guides our efforts implemented a strategic PD framework to build capacity and ensure high-quality services for gifted learners. This includes: ▪ Foundational Training: Use of the NCDPI Booster Shots as well as STEM-based PD (such as sessions from the International Society for Technology in Education conference) to focus on differentiation, talent development, and the characteristics of gifted learners in a STEM context. ▪ Integrated PD Planning: Our PD calendar is intentionally aligned with STEM initiatives and AIG program goals, emphasizing inquiry-based learning, equity in identification, and culturally responsive instruction. This includes prioritizing the completion of AIG licensure on our Instructional Coach/STEM Teacher's calendar. ▪ Collaborative Learning Communities: Teachers engage in PLCs that include lesson study, peer observation, and data analysis to refine instructional practices for advanced learners. ▪ Mentorship and Coaching: Staff receive support from the mentor we have contracted who holds AIG licensure. This mentor provides instructional coaching and models best practices and provides feedback on implementation. ▪ Reflection and Application: Educators complete PD reflections and action plans to document how learning is applied in the classroom, with follow-up sessions to share outcomes and refine strategies. These efforts are designed to ensure that all personnel—regardless of licensure status—are equipped to meet the needs of academically and/or intellectually gifted students and contribute to a culture of excellence and equity in gifted education.
* Ideas for Strengthening the Standard • Dedicated AIG Specialists • All teachers have their AIG Licensure, including the school principal. The College of Education supports a pathway towards AIG Licensure by offering	

approved courses on the campus of NC A&T State University (this will be the state's first HBCU offering an AIG licensure program)

- Implement retention supports so that AIG professionals are provided with leadership opportunities and stipends for continued professional learning

Planned Sources of Evidence

* Enrollment documents confirming participation in a state-approved AIG Licensure program (Aggie Academy Director, Instructional Coach/STEM Teacher, and other identified staff)	
* NC AIG licensure coursework completion	
* Mentorship logs	
* Evidence of program planning and implementation aligned with NC DPI expectations	
* Contract documents for mentor services	
* Professional Development log and certificates of completion	
* Hiring practices focusing on AIG licensure	
* Attendance logs showing staff and/or parents/guardians' participation in university-led seminars, guest lectures, and/or research-based presentations	
* Attendance to the International Society for Technology in Education conference	

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

Standard 5: Partnerships	
Aggie Academy (41Z) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 5: Partnerships	<i>The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.</i>
* Practice A Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students: ▪ academic and intellectual ▪ social and emotional.	
Our school leverages its location on the campus of North Carolina A&T State University to develop intentional, two-way partnerships with parents and guardians that support the academic, intellectual, and social-emotional needs of academically and/or intellectually gifted students and other advanced learners. These efforts include: ▪ Family STEM Nights and University-Led Workshops: In collaboration with university faculty and student organizations, we host interactive events where families engage in hands-on STEM activities, learn about gifted characteristics, and explore strategies to support advanced learners at home. ▪ Parent Learning Series: University partners as well as our contracted mentor co-facilitate sessions on topics such as growth mindset, executive functioning, and navigating the social-emotional needs of gifted students—especially those from historically underrepresented backgrounds. ▪ Culturally Responsive Communication: We use multilingual outreach, university media platforms, and community liaisons to ensure families are informed, welcomed, and empowered to contribute to their child's learning journey. ▪ Feedback and Co-Design Opportunities: Parents participate in focus groups and planning committees—often alongside university mentors—to co-create enrichment experiences and provide input on gifted services. ▪ Access to University Resources: Families are invited to attend campus events, lectures, and exhibitions that extend learning beyond the classroom and foster a sense of academic belonging. These two-way partnerships are reviewed annually through parent surveys and stakeholder meetings to ensure they remain responsive, inclusive, and aligned with our AIG program goals.	
* 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.	Our school actively partners with a robust network of community stakeholders — anchored by our location on the campus of North Carolina A&T State University — to enhance and support our AIG program and services. These partnerships include: ▪ University Faculty and Departments: Intentional collaboration with the College of Agriculture and Environmental Sciences; College of Arts, Humanities, and Social Sciences; College of Education; College of Engineering, and College of Science and Technology to co-develop enrichment experiences, provide professional learning, and support research-based instructional strategies for gifted learners.

▪ NC A&T Local Alumni Chapter: The local alumni chapter serves as a vital bridge to the broader community, offering mentorship, career talks, and sponsorship of events such as STEM showcases and academic competitions. ▪ University-Affiliated Community Partners: Through the university's established relationships with local, national, and global businesses, nonprofits, and cultural institutions, our students gain access to guest speakers, field experiences, and service-learning opportunities that extend learning beyond the classroom. ▪ Pre-Service Teacher Program: We host practicum students and interns from the university's teacher preparation programs, many of whom bring fresh perspectives on equity, culturally responsive teaching, and meeting the needs of advanced learners. ▪ Joint Grant and Research Initiatives: We collaborate with university partners on grant proposals and pilot programs that support innovation in AIG identification, STEM enrichment, and social-emotional development. These partnerships are reviewed annually to ensure alignment with our AIG program goals and to expand opportunities for students, families, and staff.	* 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.	Our school has established an AIG Advisory Group that reflects the diversity of our student population and leverages the rich community resources available through our partnership with North Carolina A&T State University as well as the alliance that focuses on the development of east Greensboro. This advisory group plays a critical role in the development, implementation, monitoring, and revision of our local AIG program and plan. The group includes: ▪ Parents/Guardians of identified students representing a range of cultural, linguistic, and socioeconomic backgrounds ▪ Classroom Teachers and Instructional Staff from across grade levels and content areas, including STEM ▪ University Faculty and Pre-Service Educators from the NC A&T's College of Education and STEM-focused departments ▪ Community Members and Alumni affiliated with the university's local alumni chapter and outreach programs (such as the east Greensboro alliance). ▪ Student Services Personnel, including our counselor and social worker, who support the social-emotional needs of academically and/or intellectually gifted students and other advanced learners. ▪ The school administrator who is responsible for leading our school in a way that aligns school programming with the goals set forth in our AIG Plan. The advisory group meets quarterly to: ▪ Review student data and program implementation ▪ Provide feedback on identification practices and service models ▪ Co-design enrichment opportunities and family engagement events ▪ Ensure alignment with equity goals and NCDPI AIG Program Standards This collaborative structure ensures that our AIG program remains responsive, inclusive, and grounded in both research and community voice.	* Practice D Informs all students, parents/guardians, and the community of the following: ▪ Local AIG Plan ▪ Local AIG program services ▪ Policies and procedures relating to advanced learning and gifted education ▪ Ways to access advanced learning opportunities Communication is ongoing and responds to the diverse language and other needs of the community.
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Our school implements a comprehensive and culturally responsive communication plan to ensure that all students, families, and community members are informed about the local AIG Plan, services, policies, and access points for advanced learning. Key strategies include: ▪ Multimodal Communication: We share AIG information through newsletters, school and university (College of Education) websites, social media, and printed materials distributed at school and community events. ▪ University-Backed Outreach: Leveraging our partnership with NC A&T and its alumni chapter, we co-host family engagement events and use university media platforms (such as the WNAA the university's radio station with strong listenership) to amplify awareness of opportunities and services for academically and/or intellectually gifted students and other advanced learners. ▪ Language Accessibility: All major communications are translated into the primary languages spoken by our families. We also provide interpretation services at meetings and events to ensure full participation. ▪ Community-Based Information Sessions: We host information nights at accessible locations—including university facilities and community centers—to reach families who may not engage through traditional school channels. ▪ Student-Led Showcases and Peer Ambassadors: Identified students help lead presentations and exhibitions that inform peers and families about advanced learning pathways, fostering a sense of ownership and visibility. ▪ Ongoing Feedback Loops: We collect input through surveys, focus groups, and advisory meetings to ensure our communication strategies remain responsive to evolving community needs. These efforts are reviewed annually to ensure alignment with the NCDPI AIG program standards and to strengthen equitable access to gifted education.	
* Ideas for Strengthening the Standard	• Incorporate the state expected AIG Board to be a part of the already established Aggie Advisory Board that consists of members expected by NCDPI as well as members (i.e., assigned university delegates) that highlight our presence on NC A&T's campus • Use of videos to ease community understanding of this AIG Plan
Planned Sources of Evidence	
* Attendance data from Family STEM Nights	
* Attendance to Parent Learning Series	
* Documents that have been translated to meet the needs of our families	
* Conference notes (from our teachers) showing opportunities for feedback from parents/guardians	
* Attendance by families to university sponsored events	
* Visitor's Log showing service provided to school by local Alumni Chapter, Pre-Service Teacher, and university partners	

* * * *	Student performance data		
	NCDPI program standards		
	Aggie Academy website		
	Public announcements on WNAA		
Type		Documents	Document/Link
AIG Standard 5 Additional Resources		Document Template	
		N/A	

Standard 6: Program Accountability	
Aggie Academy (41Z) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 6: Program Accountability	
<i>The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the diverse academic, intellectual, social, and emotional needs of gifted learners.</i>	
* Practice A	
Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. §115C-150.5-.8 {Article 9B}), based on a comprehensive program evaluation. This Local AIG Plan has been approved by the local board of education and sent to SBE/DPI for review and comment.	
Our school has developed a comprehensive written AIG Plan in accordance with Article 9B (N.C.G.S. § 115C-150.5-.8) and the 2024 NC AIG Program Standards . This plan was informed by a robust program evaluation process that included:	
▪ Analysis of student identification and service data ▪ Stakeholder input from families, teachers, university partners, and community members ▪ Review of instructional practices, equity indicators, and professional development needs	
The AIG Plan outlines our school's vision, goals, and service delivery model for gifted learners in grades 3–5, with a particular emphasis on STEM enrichment, equity in access, and culturally responsive practices. Our partnership with North Carolina A&T State University and its affiliated programs played a key role in shaping the plan's strategies for professional learning, family engagement, and community collaboration.	
The plan has been formally submitted to the Dean of the College of Education at North Carolina A&T State University and has been submitted to the State Board of Education and the Department of Public Instruction (NCDPI) for review and comment, as required by state policy. This plan will be reviewed and revised every three years, or as needed, to ensure alignment with evolving best practices and the needs of our diverse academically and/or intellectually gifted population and other advanced learners.	
* 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.	
Our school monitors the implementation of the local AIG program and plan in alignment with Article 9B (N.C.G.S. § 115C-150.5-.8) and the 2024 NC AIG Program Standards to ensure fidelity across all program components. This monitoring process includes:	
▪ Quarterly Implementation Reviews: Led by school leadership and supported by university partners, these reviews examine service delivery, student progress, and alignment with the written AIG plan. ▪ Data Collection and Analysis: We collect and analyze data on identification trends, service participation, and student outcomes—disaggregated by demographic groups—to ensure equitable access and effectiveness. ▪ Stakeholder Feedback: Input is gathered from families, teachers, and community partners (including university faculty and alumni) through surveys, focus groups, and advisory meetings to inform program adjustments. ▪ Walkthroughs and Instructional Audits: Our administrator, Instructional Coach/STEM Teacher, and faculty from the College of Education conduct classroom observations using fidelity checklists aligned with our gifted service model and differentiation strategies.	

▪ Annual Reflection and Reporting: A year-end implementation report is compiled and shared with the Dean of the College of Education, highlighting successes, challenges, and next steps. ▪ University Collaboration: Our partnership with North Carolina A&T State University provides access to research-based evaluation tools and external reviewers who support program reflection and refinement. These monitoring practices ensure that our AIG program remains responsive, compliant, and grounded in best practices for gifted 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.	Our school develops and monitors a dedicated AIG budget in accordance with state policy and Article 9B (N.C.G.S. § 115C-150.5-8) to ensure that state-allotted and local funds are used effectively to support the goals outlined in our Local AIG Plan. This process includes: ▪ State Allotment Management: We utilize the AIG state allotment to fund personnel, professional development, instructional materials, and enrichment opportunities aligned with the academic, intellectual, and social-emotional needs of academically and/or intellectually gifted students and other advanced learners. ▪ Local and University-Supported Resources: As a STEM-focused school located on the campus of North Carolina A&T State University, we benefit from in-kind contributions and shared resources through university partnerships and alumni support. These include access to facilities, guest speakers, and collaborative programming that extend the impact of our AIG budget. ▪ Collaborative Budget Planning: Budget decisions are made in consultation with the AIG Advisory Group, school leadership, and university finance personnel to ensure transparency, equity, and alignment with program priorities. This includes support from the Willie A. Deese College of Business and Economics. ▪ Ongoing Monitoring and Adjustment: The AIG budget is reviewed quarterly to assess expenditures, evaluate program impact, and make adjustments as needed to support evolving student needs and program goals. ▪ Documentation and Reporting: All expenditures are tracked through university's financial tracking system, and annual budget summaries are submitted to Dean of the College of Education for review. These practices ensure that fiscal resources are used strategically and equitably to support the full implementation of our AIG program.	* 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. Our school maintains and analyzes multiple sources of student achievement and growth data, in alignment with Article 9B (N.C.G.S. § 115C-150.5-8) and the 2024 NC AIG Program Standards. This data is disaggregated by race, gender, socioeconomic status, English learner status, and disability to identify patterns and inform equitable practices. Key components of our approach include: ▪ Multiple Data Sources: We collect and analyze data from formative and summative assessments, nationally normed aptitude tests, classroom performance tasks, and student portfolios. Attendance data is reviewed annually to identify early warning signs and support interventions. It should be noted that, due to the grade levels served in our program, drop-out data is not collected. When attendance issues are identified our social worker is responsible for implementing appropriate steps to address the issue and make referrals to other agencies as appropriate. ▪ Disaggregated Data Reviews: Data is disaggregated and reviewed quarterly by our AIG Advisory Group to identify trends in identification, service participation, and academic outcomes across student subgroups. ▪ Equity-Focused Data Dialogues: Staff engage in structured data conversations to reflect on disproportionality, underrepresentation, and opportunity gaps. These sessions are supported by faculty from the universities College of Education and the John R. and Kathy R. Hairston College of Health and
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Human Sciences, who provide research-based frameworks for interpreting and responding to data. ▪ Responsive Program Adjustments: Data insights are used to revise referral processes, adjust service models, and inform professional development priorities. ▪ Annual Reporting and Transparency: A year-end data report is compiled and shared with stakeholders, including the board of trustees, to ensure transparency and accountability. These practices ensure that our AIG program remains responsive to student needs and grounded in a continuous improvement cycle that advances both equity and excellence.	* 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. Our school maintains and analyzes multiple data sources related to referral, identification, services, and retention within the AIG program to ensure that no student's racial, ethnic, economic, linguistic, or exceptional status limits their access to gifted education. This process is grounded in the principles of equity and excellence outlined in Article 9B and the 2024 NC AIG Program Standards. Key components include: ▪ Comprehensive Data Collection: We gather and disaggregate data from universal screeners, teacher referrals, aptitude and achievement assessments, student portfolios, and classroom performance. We also track service participation and retention trends across demographic groups. ▪ Equity Audits and Trend Analysis: Our AIG Advisory Group—comprised of educators, parents, and university partners—conducts quarterly reviews of disaggregated data to identify patterns of underrepresentation or attrition. These reviews inform adjustments to referral pathways and service models. ▪ Culturally Responsive Identification Practices: In collaboration with faculty from the College of Education and the John R. and Kathy R. Hairston College of Health and Human Sciences, we refine our identification tools and rubrics to reduce cultural and linguistic bias and better recognize potential in underrepresented populations. ▪ Targeted Talent Development: Based on data trends, we implement early talent development strategies and enrichment clusters to support students who demonstrate potential but may not yet meet formal identification criteria. ▪ Ongoing Monitoring and Reporting: Data is reviewed annually and shared with our board of trustees and stakeholders to ensure transparency and accountability. Adjustments are made to policies and practices based on findings. These efforts ensure that our AIG program remains inclusive, data-driven, and aligned with the state's vision for equitable access to advanced learning opportunities.	* 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. Our school maintains and utilizes current data regarding the credentials of all personnel serving 3–5 academically and/or intellectually gifted students to ensure alignment with the goals and strategies outlined in our Local AIG Plan. This includes: ▪ Credential Tracking System: We maintain an up-to-date database of staff licensure, including AIG add-on licensure status, DPI-endorsed module completion, and participation in gifted education professional development. ▪ Gap Analysis and Planning: Credential data is reviewed annually to identify areas where additional licensure or training is needed. This analysis informs our professional development calendar and staffing decisions. ▪ University Partnership Pipeline: Through our partnership with North Carolina A&T State University, we collaborate with the College of Education to support our staff in the implementation of best practices that address inquiry and STEM-based learning. We also support staff in pursuing AIG licensure
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through an approved institution of higher learning. And we aim to recruit pre-service educators with a focus on gifted education and equity. ▪ Alignment with AIG Goals: Credential data is used to ensure that staff assignments and instructional responsibilities align with the differentiated service models and equity strategies outlined in our AIG Plan. ▪ Reporting and Accountability: Credential data is shared with our board of trustees and the AIG Advisory Group to support transparency, strategic planning, and compliance with state policy. These practices ensure that our personnel are well-prepared to meet the academic, intellectual, and social-emotional needs of gifted learners and that our staffing model evolves in step with our program goals.	* Practice G Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the ongoing implementation and effectiveness of the local AIG program to support continuous program improvement. Our school elicits regular, meaningful feedback from students, families, teachers, and community stakeholders to inform the ongoing implementation and effectiveness of our AIG program. These efforts are designed to support a culture of continuous improvement and are grounded in the principles of equity and excellence outlined in the NC AIG Program Standards. Key strategies include: ▪ Quarterly Stakeholder Surveys: We administer surveys to identified students, parents/guardians, and instructional staff to gather input on service quality, instructional practices, and social-emotional supports. Surveys are available in multiple languages and formats to ensure accessibility. ▪ Focus Groups and Listening Sessions: In collaboration with our university partner, we host facilitated discussions with families and community members to explore lived experiences and co-design solutions for program refinement. ▪ Student Voice Initiatives: Academically and/or intellectually gifted students and other advanced learners participate in feedback circles and reflection activities to share their perspectives on enrichment opportunities, classroom differentiation, and academic challenge. ▪ Public Reporting and Transparency: Key findings from feedback cycles are shared with stakeholders through newsletters, board of trustees' updates, and community forums to foster trust and accountability. These feedback mechanisms ensure that our AIG program remains responsive, inclusive, and aligned with the evolving needs of our diverse learning community.	* Practice H Shares local AIG program evaluation data with school and district personnel, students, parents/guardians, families, and other community stakeholders. Our school shares local AIG program evaluation data regularly with school and university personnel, students, families, and community stakeholders to promote transparency, foster trust, and support continuous improvement. These efforts are grounded in the NC AIG Program Standards and aligned with Article 9B (N.C.G.S. § 115C-150.5-.8). Key strategies include: ▪ Annual AIG Program Report: A comprehensive report summarizing evaluation findings, disaggregated student data, and program outcomes is shared with the our board of trustees, key university faculty, and made publicly available through school and university-affiliated platforms. ▪ Community Forums and Family Engagement Events: In collaboration with our university partner, we host events where evaluation data is presented in accessible formats, followed by interactive discussions to gather feedback and co-develop next steps. ▪ Student-Led Data Dialogues: Academically and/or intellectually gifted students and other advanced learners participate in reflective presentations and exhibitions that highlight their learning experiences and outcomes, helping to personalize the data and elevate student voice. ▪ Advisory Group Reviews: Our AIG Advisory Group — which includes parents, teachers, university faculty, and community members — reviews evaluation data quarterly to monitor progress and recommend program refinements. ▪ Multilingual and Multimodal Communication: Evaluation summaries are translated and shared through newsletters, social media, and university media outlets to ensure accessibility for all families and stakeholders.
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These practices ensure that AIG program evaluation data is not only shared, but also used as a catalyst for inclusive dialogue, equity-driven decision-making, and community collaboration.

*** Practice I**

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

Our school safeguards the rights of all academically and/or intellectually gifted students and their families through clearly established written policies, procedures, and practices that align with **Article 9B (N.C.G.S. § 115C-150.5-8)** and the **2024 NC AIG Program Standards**. These safeguards are communicated through multiple channels and reviewed regularly to ensure accessibility and compliance. Key components include:

- **Informed Consent:** Parents/guardians receive detailed information and provide written consent prior to formal identification and placement. Consent forms are available in multiple languages and are accompanied by explanatory materials developed in collaboration with our university partner. The **Notification of Student Eligibility (NSA)** form provides the data used to determine eligibility; the service that will be provided to the student; and includes a space for parents to consent to both identification and service.
- **Reassessment Procedures:** Our plan outlines clear timelines and criteria for reassessment, including pathways for students who were previously not identified or who demonstrate new evidence of gifted potential.
- **Transfer Protocols:** We honor academically and/or intellectually gifted identification from other public K – 12 schools with an approved NC AIG Plan. Transfer students are reviewed within 30 days of enrollment to determine appropriate placement and support. As our students transition back to our local K – 12 public school district (Guilford County Schools) we ensure that their cumulative record includes documentation of academically and/or intellectually gifted identification and service. We also ensure that each parent/guardian receives a hard copy of this information as well to assist them in advocating for their child's best placement as they return to the local PSU.
- **Dispute Resolution:** A formal process is in place for resolving disagreements related to identification, placement, or services. This includes opportunities for parent/guardian conferences, written appeals, and review by the AIG Advisory Group.
 - **Parent/Guardian Conference:** The initial concern with academically and/or intellectually gifted identification and/or service is shared with the school administrator and the Instructional Coach/STEM Teacher during a parent/guardian conference that is scheduled to best meet the parent's/guardian's schedule and will include opportunities for face-to-face or virtual options and for the parent/guardian to bring a personal advocate. During the conference the parent/guardian leads the discussion in sharing their concern. The school administrator and Instructional Coach/STEM Teacher will offer solutions and provide a written summary of the plan of action. This summary includes an acknowledging that Aggie Academy cannot override decisions made by other PSUs prior to the student's enrollment in Aggie Academy – our school addresses the identification and service during their enrollment at Aggie Academy and will ensure that as students transition back to the local PSU that the student's cumulative record includes a summary of the identification and service provided during enrollment.
 - **Written Appeal:** If the parent/guardian do not believe that the plan of action suggested by the school administrator and Instructional Coach/STEM Teacher address their concern in a way that positively impacts the student, they will be given a QR code (link) to an electronic form to submit a formal appeal to the Aggie Academy Director. The Aggie Academy Director will review the response and send an invitation to the family for a meeting. This meeting must be held within 10 school days of submission. After meeting with the Aggie Academy Director, if the parent/guardian believes the issue has not yet been resolved or addressed the Aggie Academy Director will forward their concern to the Dean of the College of Education who will schedule a meeting with the family within 20 school days. Decisions made by the Dean are final. The student will be served in a manner that aligns to the decision made by the Dean with an opportunity for review/adjustment during the next assessment window. The Dean will share their decision with the Aggie Academy Director and the AIG Advisory Board.
 - **AIG Advisory Board:** The board will listen to the Dean's decision and discuss if changes should be recommended to the Aggie Academy Director for implementation. Our ultimate goal is for our families to believe that our policies and practices meet the needs of academically and/or intellectually gifted students in a way that is free from bias against the child's other applicable exceptionalities, their socioeconomic status, their home tongue, and/or social background.
- **Policy Accessibility:** All policies and procedures are included in the Local AIG Plan, posted on the school website, and shared during family engagement events.

These safeguards ensure that AIG students and their families are informed, respected, and supported throughout their gifted education journey.

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*** Ideas for Strengthening the Standard**

- Dedicated AIG Specialists
- All teachers have their AIG Licensure, including the school principal. The College of Education supports a pathway towards AIG Licensure by offering approved courses on the campus of NC A&T State University (this will be the state's first HBCU offering an AIG licensure program)
- Advisory Group Feedback Loops to review program data and stakeholder feedback each quarter to recommend adjustments and monitor progress. Consider combining the AIG Advisory Board roles with the Aggie Academy Advisory Board because a schedule exists for data updates for this group

Planned Sources of Evidence

*	Letter of approved signed by the Dean of North Carolina A&T State University
*	Student performance data (that can be disaggregated)
*	Survey responses
*	Walkthrough data
*	Annual Report by the Aggie Academy Director regarding the implementation of the AIG Plan
*	State-allotted funds used for gifted programming
*	Grant dollars used for gifted programming
*	Agendas and minutes for meetings between Aggie Academy Director and key leaders for university partners
*	Documents required for the university's financial tracking system
*	Referral data

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* Approved by local Board of Education on:

01/01/0001 

AIG Related Documents

Aggie Academy (41Z) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <u>Local Board of Education Approval Template</u>	 <u>Board Document</u>
Optional Documents		
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

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Phrase		Definition