

Mission/Vision Statement and Funding

**Alamance-Burlington Schools (010) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

\* LEA Superintendent's Name:

Dr. Aaron Fleming

\* LEA AIG Contact Name:

reed, angelique\_reed@abss.k12.nc.us

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

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

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

\* Mission and/or Vision Statement(s)

The Alamance-Burlington School Systems Academically and Intellectually Gifted program coincides with the ABSS Strategic Plan for 2023-2029:

- Our Vision: Each Alamance-Burlington School System student is prepared for their future in an inclusive, supportive learning community.
- Our Mission: Engage and empower every student to learn and become knowledgeable, responsible community members.
- Our Values: Equity - We ensure excellence for all; Community - We work together in a safe nurturing environment where everyone is valued and supported in every respect; Integrity - We are transparent and honest in action; Excellence - We cultivate and challenge each individual to excel through a variety of opportunities and experiences.

The Alamance-Burlington School System's AIG program also strives to identify gifted students across our district who come from ethnically and culturally diverse backgrounds and to match differentiated services to their unique and individual needs in order to nurture and cultivate their full potential, while also addressing their social and emotional needs.

**FUNDING FOR LOCAL AIG PROGRAM (as of 2025)**

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 1,347,844.00	* \$ 14,000.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

**Alamance-Burlington Schools (010) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

**Standard 1: Student Identification**

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

**\* Practice A**

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

Alamance-Burlington recognizes the importance of K-12 screening as the first step to properly serve academically/intellectually gifted (AIG) students and provide opportunities for students to show their strengths and talents at different entry points. There are three possible levels of service for students after screening and identification:

- Tier One: Consultative Service is for AIG students who show a need for differentiation in the regular classroom. The AIG teacher will provide guidance to the classroom teacher regarding differentiation, enrichment, and extension of Reading and Math standards.
- Tier Two: Resource Service is for AIG students who show a need for additional rigor and challenge beyond the regular classroom. The AIG teacher provides direct support to students through pull-out in the AIG classroom and/or co-teaching with the classroom teacher. In middle and high school, these students are served through the advanced level courses offered.
- Tier Three: Acceleration is for AIG students who meet the criteria for whole-grade or course acceleration. These students will be placed in the appropriate grade or course.

**Grades K-2**

Students in kindergarten through second grade can be referred for evaluation. Parents should begin with a conversation with their child's classroom teacher to discuss grades, testing data, motivation, etc. to gather evidence for the referral. Classroom teachers can also refer students who demonstrate a need for differentiation beyond that of their grade-level peers. These referrals are due before Thanksgiving Break. The AIG Committee at each school will consider local assessment data, classroom observations, local screening assessments, and work samples to determine which students have a need for AIG services. Students who are identified for services will be added to the AIG Headcount in the spring and service will begin the following school year. Formal testing will begin in the Spring of second grade with the universal sweep screen.

Students in K-2 can be referred for formal testing for subject or grade acceleration. ABSS utilizes the Iowa Acceleration Scale as a guide for whole-grade acceleration (grade-skipping) in order to gather both quantitative and qualitative data to ensure all factors are being considered before a decision is made. Students who are recommended for subject or grade acceleration will be added to the AIG Headcount and will be provided the appropriate services that are offered in ABSS.

Students who meet early entrance to kindergarten requirements as outlined by the state of NC are added to our AIG Headcount and will receive services. They are re-screened in the spring of second grade with the universal sweep screen.

ABSS honors previous placement of students in grades K-2 from out of district who have been identified in a previous district. These students will be provided the appropriate services and be added to the AIG Headcount. They are re-screened in second grade with the universal sweep screen.

**Grades 3-5**

Students in third through fifth grade may be referred for formal testing and evaluation by a teacher, parent/guardian or a school administrator. Parents may refer their child/children to the AIG committee through a written request to the principal stating why their child should be considered for screening, with details and/or examples that show a need for differentiated gifted services. These referrals are due before Thanksgiving Break each year. For students who are referred, local

assessment data will be evaluated and a testing decision will be made by the school's AIG Committee by mid-February; referrals do not lead to automatic testing. The testing window generally begins in mid-February and may last until late March. Students who are identified for services will be added to the AIG Headcount in June and service will begin the following school year.

Students who show high growth, perform above proficiency on local screeners and/or district assessment data will be considered for screening, even without a referral. AIG teachers at each school access this data and create a talent pool of students with potential. Multiple indicators of academic/intellectual giftedness are considered when screening students for AIG evaluation such as district assessment data, previous standardized test data, historical grades, student Quantile and Lexile levels, and teacher observation ratings. Students who scored 85th percentile or higher on End-of-Grade (EOG) tests from the previous school year automatically go on the talent pool.

District-wide universal screening of second grade children will occur during the spring of each school year with the administration of the online Naglieri General Abilities Test or a paper/pencil version of the Cognitive Abilities Test. Second graders who score 80th percentile or higher on the verbal and/or quantitative batteries or with a partial composite (verbal/nonverbal and/or quantitative/nonverbal) will automatically go on the talent pool for further screening and data analysis. During the fall of their 3rd grade, additional data will be gathered such as the Reading Beginning of Grade Assessment (BOG) and local screening assessments for reading and math. The AIG Committee at each school will make data-driven decisions on which students need to be given formal testing for identification during our testing window.

Students in fifth grade can be referred by a teacher, parent/guardian, counselor, or a school administrator for the Math Course Acceleration Pathway. These students must show a high level of understanding of mathematical concepts beyond their same grade peers and/or already be identified as highly gifted in math.

Students may not be tested/evaluated for the AIG program in consecutive years K-2, 3-5, or 6-8 unless they are automatically placed on the talent pool due to End-of-Grade test results (4th-8th grade), or if they have been recommended for testing for Math Course Acceleration or Grade Level Acceleration.

#### **Grades 6-8**

Students in sixth through eighth grade may be referred for evaluation by a teacher, parent/guardian, counselor, or a school administrator. Parents may refer their child/children through a written request to the principal stating why their child should be considered for screening, with details and/or examples that show a need for differentiated gifted services. These referrals are due before Thanksgiving Break each year. Students who are referred will be screened and a decision will be made by the school's AIG Committee; referrals do not lead to automatic testing. The testing window generally begins in mid-February and may last until late March. Students who are identified for services will be added to the AIG Headcount in June and service will begin the following school year.

Math and Reading End of Grade (EOG) scores for all 6-8 grade students are reviewed annually by the district Advanced Learners Coordinator and Middle School AIG Specialists; students who score a Level 5 will be identified in the appropriate area, and students who score 85%ile or higher will be placed on the talent pool list, and the Middle School AIG Specialists will gather additional data. Multiple indicators of academic/intellectual giftedness are considered such as district assessment data, previous standardized test data, historical grades, student Quantile and Lexile levels, and teacher perception ratings.

Students in sixth grade can be referred by a teacher, parent/guardian, counselor, or a school administrator for the Math Course Acceleration Pathway. These students must show a high level of understanding of mathematical concepts beyond their same grade peers and/or already be identified as highly gifted in math.

#### **Grades 9-12**

Students in ninth through twelfth grade may be referred for evaluation by a teacher, parent/guardian, counselor, or a school administrator. Parents may refer their child/children through a written request to the principal stating why their child should be considered for screening, with details and/or examples that show a need for differentiated gifted services. These referrals are due before Thanksgiving Break each year. Students who are referred will be screened and a decision will be made by the school's AIG Committee; referrals do not lead to automatic testing.

Students who wish to enroll in dual enrollment courses as a ninth or tenth grader can be referred for testing and evaluation at any time during the year if they are not already identified as AIG in Math and Reading.

Math 1, Math 3, and English 2 End of Course (EOC) scores for all ninth through eleventh grade students are reviewed annually by the district Advanced Learners Coordinator; students who earn a Level 5 will be evaluated for identification. Additionally, high school administrators review the AP Potential Report, EVAAS data, SAT/ACT data, etc., in order to refer students for Advanced Learning opportunities.

ABSS uses the following acronyms to designate eligibility areas:

- AM - Academically Gifted in Math
- AR - Academically Gifted in Reading
- AG - Academically Gifted in Math and Reading
- IG - Intellectually Gifted
- AI - Academically and Intellectually Gifted (Highly 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.

Alamance-Burlington recognizes the importance of continuing to use multiple criteria and pathways to identify students for the AIG program. Our 2025-2028 plan has criteria to identify students who are academically gifted, intellectually gifted, and both academically and intellectually gifted. Academically gifted children typically perform well on standardized achievement tests, such as the Iowa Test of Basic Skills, Beginning-of-Grade (BOG), and End-of-Grade (EOG) tests. Intellectually gifted children typically perform well on activities that involve reasoning, questioning, and problem-solving and on aptitude tests, such as the Cognitive Abilities Test or the Naglieri General Abilities Test. Both of these assessments include verbal, quantitative and nonverbal sections. The Iowa Test of Basic Skills (ITBS) will continue to be administered on grade level in order to better identify students who perform at higher levels when compared to others at their age, experiences, and environment. These tests are only administered to students who have been placed on the talent pool or have been referred for testing by parents/guardians, teachers, or administrators and have gone through an initial screening by the school's AIG committee who determines if testing is warranted. ABSS has included a Portfolio Pathway which will allow for more qualitative data to be utilized alongside quantitative data. The Portfolio Pathway includes student work samples, Gifted Rating Scale, observational data, and a Math and/or Reading Performance Task.

**Grades K-2**

Students in primary grades (K-2) are identified for service when the results of summative and formative assessments indicate a need for acceleration and/or enrichment of grade-level content.

- A portfolio of student work will be used to determine eligibility for AIG services, including the following:
- Available assessment data that indicates a high level of performance (top tier, 90%ile, etc.)
- Gifted Rating Scale that indicates observable behaviors
- ABSS AIG Screening Assessment for Reading and/or Math at 95% or above

In grades K-2, students who show a need for whole grade or course acceleration will be evaluated using the Iowa Acceleration Scale, which includes on grade level and above grade level testing. Those students who have been approved for subject or whole-grade acceleration will be added to the AIG Headcount and receive appropriate services.

**Grades 3-5**

**Highly Gifted Academically and Intellectually Gifted Services in Reading and/or Math**

Must meet BOTH of the following criteria:

- 97-99%ile on a Standardized Aptitude Test (CogAT/Naglieri)- Verbal and/or Quantitative
- 97-99%ile on a Standardized Achievement Test (Iowa)- Total Math and/or Reading

### **AIG Pathway (Academically and Intellectually Gifted Services)**

Must meet BOTH of the following criteria:

- Standardized Achievement Test Score (IOWA) of 90 - 99%ile- Total Reading and/or Math **OR** State Achievement Test Score (EOG or BOG for current 3rd graders) of Level 5 for Reading and/or Math
- Verbal, Quantitative, Verbal/Nonverbal partial composite, or Quantitative/Nonverbal partial composite Aptitude Test Score (CogAT) of 90-99%ile

### **AG Pathway 1 (Academically Gifted Services)**

Standardized Achievement Test Score (IOWA) of 90 - 99%ile- Total Reading and/or Math

### **AG Pathway 2 (Academically Gifted Services)**

Must meet BOTH of the following criteria:

- Standardized Achievement Test Score (IOWA) of 87-89%ile- Total Reading and/or Math
- Additional data:
  - Minimum EOG or BOG (for current 3rd graders in reading) of 90%ile
  - Passing score on an ABSS AIG Performance Task

### **AG Pathway 3 (Academically Gifted Services)**

Portfolio Pathway includes student work samples, local assessment data, Gifted Rating Scale, and a passing score on a Math and/or Reading Performance Task; will be used in grades 3-8 when a student, who has been placed in the Talent Pool using screening data and/or referral, does not have a qualifying score for AIG Identification, but has a minimum of 80th percentile on the Aptitude/Achievement Testing. This student must show a clear need for differentiated service.

### **IG Pathway (Intellectually Gifted Services)**

95-99%ile on a Standardized Aptitude Test (CogAT/Naglieri)- Verbal/Quantitative/Nonverbal Total Composite or Verbal/Quantitative Composite

\*Note:

- Students who are within 3 percentile points of qualifying for AIG services on the Iowa Test of Basic Skills will be given a Reading and/or Math Performance Task or an alternate test
- Students who are within 3 percentile points of qualifying for IG services on the Naglieri or Cognitive Abilities Test may be administered an alternate version with AIG Committee approval.
- For students to retest for the Highly Gifted AIG pathway, one of the criteria must be met (97+ on Naglieri/CogAT or Iowa); the other must be within 3 percentile points of qualifying for HG services
- Identification may also be deferred until EOG scores are reported at the end of the screening school year

### **Grades 6-8**

## Highly Gifted Academically and Intellectually Gifted Services

Must meet BOTH of the following criteria:

- 97-99%ile on a Standardized Aptitude Test (CogAT/Naglieri)- Verbal and/or Quantitative
- 97-99%ile on a Standardized Achievement Test (Iowa)- Total Math and/or Reading

### AG Pathway 1 (Academically Gifted Services)

Must meet ONE of the following criteria:

- Standardized Achievement Test Score (IOWA) of 90 - 99%ile- Total Reading and/or Math
- Level 5 on the Reading and/or Math EOG

### AG Pathway 2 (Academically Gifted Services)

Portfolio Pathway includes student work samples, local assessment data, Gifted Rating Scale, and a passing score on a Math and/or Reading Performance Task; will be used in grades 6-8 when a student, who has been placed in the Talent Pool using screening data and/or referral, does not have a qualifying score for AIG Identification, but has a minimum of 80th percentile on the Aptitude/Achievement Testing. This student must show a clear need for differentiated service.

### IG Pathway (Intellectually Gifted Services)

95-99%ile on a Standardized Aptitude Test (CogAT/Naglieri)- Verbal/Quantitative/Nonverbal Total Composite or Verbal/Quantitative Composite

\*Note:

- Students in grades 6-8 who are within 3 percentile points of qualifying for AIG services on the Iowa Test of Basic Skills will be given a Reading and/or Math Performance Task or an alternate test
- Students in grades 6-8 who are within 3 percentile points of qualifying for IG services on the Cognitive Abilities Test may be administered an alternate version with AIG Committee approval.
- For students to retest for the Highly Gifted AIG pathway, one of the criteria must be met (97+ on Naglieri/CogAT or Iowa).
- Identification may also be deferred until EOG scores are reported at the end of the screening school year

### Middle School Math Course Acceleration:

ABSS also offers Math Course Acceleration for students beginning in 6th grade. Students may be referred for Math Course Acceleration testing by parents, teachers, or administrators during their 5th or 6th grade year. The AIG Committee at each school will determine if testing is warranted based on current data on each child. In order to qualify for Math Course Acceleration, students must meet the following criteria during Spring AIG testing of their 5th or 6th grade year:

- Demonstrate above proficiency mastery on standards-aligned performance tasks at the grade level they wish to skip.
- Standards-aligned assessments will be given to determine where gaps may exist (if any) before a final decision will be made.
- Students who meet the above criteria will be eligible to take 7th grade math during their 6th grade year with parent permission. AIG teachers at each school will conference with parents to review this math trajectory in order to help parents make the best decision for their child socially, emotionally, and

academically going forward. The math trajectory for students who are placed on this pathway is as follows: 6th grade - enrolled in 7th grade math; 7th grade - enrolled in Math I; 8th grade - enrolled in Math II and III.

- If a student in 6th grade who is not currently on this pathway meets the criteria, he or she may take Math I in 7th grade and Math II/III in 8th grade.

### **Grades 9-12**

#### **AG Pathway 1 (Academically Gifted Services)**

Must meet ONE of the following criteria:

- Standardized Achievement Test Score (IOWA) of 90 - 99%ile- Total Reading and/or Math
- Level 5 on the Reading and/or Math EOG

#### **AG Pathway 2 (Academically Gifted Services)**

Portfolio Pathway includes student work samples, Gifted Rating Scale, and a collection of assessment data showing above proficiency (ACT, SAT, EOC, etc).

#### **IG Pathway (Intellectually Gifted Services)**

95-99%ile on a Standardized Aptitude Test (CogAT/Naglieri)- Verbal/Quantitative/Nonverbal Total Composite or Verbal/Quantitative Composite

#### **Transfer Students**

Students who transfer into the Alamance-Burlington School System with documentation showing previous placement in a gifted education program will automatically be enrolled in the Alamance-Burlington AIG program for the current school year; initial placement documentation will be evaluated for the most appropriate placement in the ABSS AIG program; additional testing may occur during the next testing window.

#### **Outside Testing**

Parents/guardians of ABSS students may elect to have testing administered outside of the Alamance-Burlington School System. Students being tested outside of ABSS must meet the ABSS criteria for AIG, AG, or IG placement. An Abilities Test and/or an Achievement Test must be administered by a licensed psychologist or psychiatrist if given outside of the Alamance-Burlington School System. Outside testing of the Naglieri, CogAT and/or Iowa will not be accepted if the child was tested using those same assessments within ABSS during the past year. Students tested outside of ABSS who meet the criteria for placement will begin receiving services upon receiving and evaluating outside test results.

#### **AIG Committees**

Each elementary, middle, and high school will have an AIG Committee who meets to make decisions regarding screening, testing, service, and student support issues. The AIG Committee at the elementary school level may include:



- A School administrator
- An AIG licensed classroom teacher, if available
- School Counselor, if available
- The teachers of the students being screened
- The AIG Teacher (usually the Committee Chairperson)
- Teacher of Multilingual Learner

The AIG Committee at the middle school level may include:

- School administrator
- An AIG licensed classroom teacher from each grade level, if available
- School Counselor, if available
- The teachers of the students being screened
- A Middle School AIG Specialist (usually the Committee Chairperson)
- Teacher of Multilingual Learner

The AIG Committee at the high school level may include:

- School administrator
- The AIG Program Coordinator (usually the Committee Chairperson)
- School Counselor, if available
- Career Development Coordinator, if available
- The teachers of the students being screened
- Teacher of Multilingual Learner

  Click here to remove the table and use only the narrative field.

**\* 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.

With the implementation of a Portfolio Pathway, utilizing the Naglieri General Abilities Test as a Universal Screener, and our partnership with our Multilingual Learners Department, we have seen a 7% increase in identification in our Hispanic, Black, and Multi-Racial populations.

ABSS is committed to increasing the cultural and racial diversity of students receiving AIG services and has included research-based best practices to identify students from historically underrepresented populations.

- Early learning experiences and nurturing: In grades K-2, classroom teachers will be provided a toolkit that includes learning tasks to practice advanced thinking skills. These tasks can be used to create a portfolio of evidence that may lead towards identification. This provides resources for all classroom teachers to identify and nurture advanced thinking skills in all students, especially those from underrepresented groups who may not be traditionally identified. In schools where scheduling permits, the AIG teacher will provide whole group and small group lessons to K-2 students. This opportunity offers direct instruction and small-group support to younger students, potentially reaching those who may not be ready for formal testing or who may have different learning styles.
- Universal sweep screen process: ABSS utilizes the Naglieri General Abilities Test, online edition, as our “sweep screen” during the spring for all second graders. This practice ensures an equitable process for AIG screening rather than relying on a parent or teacher referral. The Naglieri General Abilities Test (NGAT) was designed to remove cultural influences, allow students to solve problems regardless of what language they speak, and significantly reduce the amount of formal knowledge required so tests measure how well students “think,” rather than what students “know.” The NGAT was designed to minimize cultural bias and language barriers. This helps to identify students from diverse backgrounds who may not perform well on traditional tests.

- Universal screening: AIG teachers have access to assessment data, including Beginning of Grade Test, End of Grade Assessments, AimsWeb Plus Screening, Imagine Learning, Achieve 3000, and any school and class data to create a list of students who should be further evaluated. AIG teachers consider a wide range of assessment data to identify potential AIG students, including those who may not excel in traditional academic subjects but



who have strong abilities in other areas. This practice ensures that all student data will be analyzed and talent pools created, rather than relying on a parent or teacher referral.

- Local norms: whenever possible, local norms will be used. Local norms may include district or school-based norms. This ensures that students are compared to others of their age, environment, and experience. All students who score at or above the 80th percentile will be considered for further evaluation.
- Including non-verbal (pictorial) assessment components to capture student ability. We will continue to utilize the Naglieri General Abilities Test during the 2nd grade sweep screen as well as the Nonverbal CogAT when we assess ability in other grades. This inclusive practice will ensure we are testing ability and not language skills.
- Portfolio Pathway: this pathway can be used for identification in reading and/or math, which allows students to submit artifacts that demonstrate high potential, but do not perform well on standardized assessments. This practice allows students to showcase their abilities through a collection of work, rather than relying solely on a single standardized test. This can be particularly beneficial for students from diverse backgrounds who may not excel in traditional testing formats.
- Alternative Assessments: Whenever necessary, alternative assessments are available to ensure an accurate profile of learners. This provides additional data to allow for a more informed decision regarding eligibility.
- Performance Tasks: Whenever necessary, performance tasks may be used for identification, which allows students to showcase their potential in reading and/or math. This practice provides opportunities for students to apply their knowledge and skills in real-world contexts, which can be more engaging and motivating for some students.
- Highly Gifted Pathway: ABSS has identification pathways to identify students who are highly gifted in reading and/or math and need substantial differentiation and modification of their curriculum and instruction; this may include course and or grade acceleration. The Highly Gifted Pathway is specifically designed to address the needs of highly gifted students, who often require significant differentiation and acceleration to reach their full potential. This pathway is particularly important for LEAs with diverse demographics, as it ensures that all students, regardless of their background or socioeconomic status, have access to appropriate educational opportunities.

The Alamance-Burlington Director of Multilingual Learners (ML) Services and an ML School Specialist both serve as members of the AIG Advisory Board and will work with the AIG Coordinator on disseminating screening, referral, and identification procedures to the ML community.

The ML department will translate the current AIG plan and paperwork into Spanish and post the translated AIG plan on the Advanced Learners website. Currently, any student who is identified by the ML Department can have the Naglieri and CogAT directions read in Spanish. AIG Teachers will discuss ACCESS testing scores, True Peer Comparisons, and other observational data with the ML Specialist at their school to create a list of students who may need to be referred for AIG Testing. They will also discuss new arrivals who may not need ML services or who place out of services quicker than their peers. The AIG Program Specialist will continue to collaborate with the ML Department on ways to best recognize and serve these students.

Members of the Multi-Tiered System of Support (MTSS) District Implementation Team, as well as an Exceptional Children's (EC) Program Specialist serve as members of the AIG Advisory board. They have offered input in the writing of this AIG plan, and the AIG Program Coordinator will continue to collaborate with them on ways to best recognize and serve students who may be twice-exceptional or who are also Tier II/III for another academic or behavior area.

Administrators and teachers from across the district, including Title I schools, offered input in the writing of this AIG plan. The AIG Program Specialist will continue to collaborate with school personnel in Title 1 schools on ways to best recognize and serve students in this demographic.

The AIG Teachers at Title 1 schools will intentionally and regularly review assessment data at their schools to look for students with a minimum standardized test score of 80th percentile and who consistently show academic and/or intellectual potential. This "Potential Development" group will receive enrichment services provided through co-teaching and/or small groups if they continue to show a need for differentiation outside of their regular classes. This enrichment

group will be flexible in order to meet students' instructional needs. These flexible groups will be formed each year and may change based on assessment data. Students placed in these groups will be put on the talent pool to screen for possible AIG evaluation in the spring of each year.

**Percent Ethnicity Identified as AIG**

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
<b>Female</b>	18.32%	5.15%	5.50%	---	10.37%	---	19.80%
<b>Male</b>	18.11%	5.26%	7.41%	---	12.77%	---	22.61%
<b>Total</b>	18.20%	5.21%	6.49%	---	11.67%	---	21.29%

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

<5%

**\* Practice D**

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

According to surveys and input from AIG teachers and the Advisory board, the referral, screening and identification process is consistently implemented across the district. The results of our 2024-25 Alamance-Burlington School System AIG stakeholder survey indicated that 92% of administrators, 90% teachers, and 75% of parents surveyed agreed or strongly agreed that student identification procedures for AIG in ABSS are clear, equitable, and comprehensive and lead towards appropriate educational services. ABSS offers AIG screening to students referred for evaluation regardless of race, gender or economic status. ABSS recognizes the unique needs of the gifted population and regularly seeks effective ways of meeting the needs of those students.

AIG Teachers are given an "AIG Handbook Reference Guide" at the beginning of each school year which includes a yearly AIG timeline of their responsibilities, screening guidelines and forms, testing information, and AIG paperwork that is used consistently at all schools across the district. At monthly meetings, the AIG Program Coordinator reviews these responsibilities to ensure consistency across the District. All AIG paperwork regarding referrals, screening, and identification procedures is shared with AIG Teachers in a Google Shared Drive.

AIG Teachers house all referrals, screening forms, and AIG committee decisions in a digital Google folder or school AIG Committee Notebook, which is available for review by administration and/or the AIG Program Coordinator. After evaluation of the data takes place, the AIG Committee reviews and approves each student's Eligibility Profile Sheet, which is then kept in the student's AIG Folder and marked either Qualified or DNQ (Did Not Qualify). A copy of this profile sheet is then provided to the AIG Program Coordinator to update student records in Infinite Campus and in our ABSS AIG Headcount. Another copy is sent home to parents with an explanation of results and an invitation to discuss services and the student's Differentiation Education Plan.

The AIG Program Coordinator closely monitors implementation of referral screening and identification procedures by conducting bi-annual headcount audits and annual compliance reviews of AIG folders and paperwork, including Eligibility Profile Sheets.

The AIG Program Coordinator provides district updates to school-based AIG teachers to be placed in the elementary and middle school AIG Parent Newsletter, as well as the district Principal Updates when appropriate.

A flowchart of identification guidelines is available to AIG teachers as well as school administrators and parents on the AIG Website; this will also include when retesting and/or deferment should occur to ensure consistency across the district.

**\* Practice E**

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

According to input from our 2024-25 surveys, 96% of principals, 90% of teachers, and 78% of parents are aware of ABSS procedures for identification processes; 90% of principals and 89% of teachers feel either completely or somewhat comfortable communicating with parents about the AIG program and services.

ABSS disseminates information regarding the screening, referral, and identification processes in the following ways:

- Sharing the board-approved AIG plan in both English and Spanish on the ABSS AIG website
- Sharing a flowchart explaining identification pathways and when retesting should occur on the ABSS AIG website
- Sharing parent letters on the K-12 ABSS referral process and the Second Grade Sweep Screen in both English and Spanish
  - Hard copies will be available for schools to send home
  - Digital copies will be available on school webpages and the ABSS AIG website
  - Digital copies will be sent home via ConnectEd emails, teacher Class Dojo, and other digital communication platforms
- Sharing assessment results and information on how the information will be utilized for AIG screening and possible identification with classroom teachers and parents. AIG Teachers will also be available to answer questions on score reports and explain assessment results.
- Sharing information in the monthly district AIG newsletters that are sent to school administrators, teachers, and parents as well as posted on the ABSS AIG website.
- Reviewing AIG referral and screening procedures annually with each school staff to maintain fidelity and consistency. A standardized district presentation regarding the AIG program (screening, referrals, identification, and programming) is shared with all schools K-12 and posted on the district AIG website and on the ABSS AIG Shared Drive for easy access.
- Sharing AIG Parent Brochures that outline referral, screening, and identification procedures as well as AIG programming, available in both English and Spanish at schools and posted on the district AIG website
- Hosting Transition Meetings annually for rising 6th and 9th grade students and their parents. Information regarding secondary AIG programming and advanced learning opportunities are shared with students and families.

**\* 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.

An AIG Committee notebook or digital folder is kept by AIG Teachers at each school that include AIG screening information with the data collected on each child referred for an AIG evaluation. This information is kept by the AIG teacher at each school until the student transitions into middle school.

AIG file folders are kept on all students evaluated for the AIG program, whether or not they are identified for the program. The following documentation can be found in the student AIG Folder:

- Student Eligibility Profile Sheet: this includes parent permission to test, whether the student qualified for AIG services or not, identification information (AIG, AG, AM, AR, IG, Highly Gifted), and eligibility criteria data (assessment percentiles, Performance Task results)
  - Updated Eligibility Sheets for additional placement information
- Any parent communication to the AIG teacher (referrals, email, etc.)
- Parent notification letters from the AIG department
- Differentiated Education Plan (DEP)
- Student Support Plans (if applicable)

Elementary AIG Teachers keep student folders in a locked cabinet at their school; when students transfer within the school system, their folder is given to the AIG Teacher at that school. Folders for students who transfer out of ABSS are sent to the ABSS AIG Department and housed there in case of return to the district. After 5th grade, all AIG folders are housed at Central Services with the AIG Program Coordinator. The Middle School AIG Specialists update folders and DEPs each year for all middle school and high school AIG students. All folders are sorted into three areas: Active (current AIG students), Inactive (students who were tested but did not qualify), and Transfers (students who qualified but moved out of district); they are then sorted by grade level and alphabetized.

These folders are audited in the spring of each year by the AIG Program Coordinator to ensure consistency in screening and identification practices across the district. A notification that a child has an AIG Folder is kept in the student's cumulative folder in case a child moves. This will alert a receiving district to request copies of the student's eligibility and testing information.

Copies of individual "AIG Eligibility Profile" forms which document data on each student evaluated for the AIG program are also kept at the district AIG office. The information from these forms is updated in Infinite Campus, the state-supported Student Information System, by the AIG Program Coordinator in the Gifted and Talented tool; details such as start date, program status, area of identification, and services are recorded. This information will follow the student as long as he or she is enrolled in a school that utilizes the Infinite Campus Student Information System. Otherwise, there are paper copies of documentation available in case of transfer.

Letters are sent home to parents indicating whether their child was identified or not after testing occurred. AIG teachers meet with parents to sign documentation and discuss the placement and services that their child will receive once in the program. All documentation is copied and the original set is kept in the AIG folder and the copy is given to the parent.

**\* 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.

Differentiated Education Plans are created and updated annually for all of our AIG students. Beginning with the 2025-2028 ABSS AIG Plan, AIG services will be tiered: consultative, resource, and accelerated. Students are generally initially identified after our spring testing window and services will begin the following school year. At the beginning of the school year, AIG teachers will review any end-of-the-year data, including EOG scores, course grades, and any local assessment data available to make decisions about AIG services for the new school year. All AIG students receive consultative services and the AIG teacher will collaborate with the classroom teachers regarding differentiation and alternate assignments that enrich and extend the standards. Students who show a

<p>clear need for additional rigor and challenge beyond what the regular classroom can offer will be provided resource services either through co-teaching or pull-out in the AIG classroom for elementary students or placement in Advanced Courses in middle and high school.</p> <p>AIG teachers will participate in IEP, 504, or ML meetings for any dual-exceptional students in order to provide feedback on student progress and needs.</p> <p><b>Elementary DEP:</b> Classroom teachers and parents of AIG students will be involved in the development of the DEP guided by the AIG teacher. All Elementary AIG teachers will host a Beginning of the Year parent meeting to review the AIG service model, enrichment opportunities available at their school (contests, clubs, etc.), and how data was utilized to create the initial DEP which will include specific modifications and how they will be implemented. Parents may request an additional meeting with the AIG teacher and classroom teacher to discuss individual student needs.</p> <p>Quarterly Progress Reports will be sent to students receiving Tier 2 Resource Services, outlining their progress in AIG pull-out classes.</p> <p>If at any time an AIG student begins to struggle either in the regular classroom or with AIG Resource, the parent or teacher may request a meeting and a Student Support Plan will be created based on the current needs.</p> <p><b>Middle School DEP:</b> The MS AIG Specialists will analyze all available EOY data and recommendations about Advanced Course Placement will be provided to all middle school principals for summer rostering. At the beginning of the new school year, the MS AIG Specialists will review AIG student schedules to ensure that proper placement was made, and alert administration when changes need to be made.</p> <p>The MS AIG Specialists will create individual student DEPs that include which advanced courses are being taken, possible content modifications, and extracurricular activities and share them with classroom teachers and parents. Middle school teachers of Advanced ELA and Advanced Math will complete a Course DEP that includes how the advanced level course has the appropriate rigor and challenge through differentiation of Content, Process, Product, and Environment. These will be shared with students and parents at the beginning of the school year.</p> <p><b>High School DEP:</b> The AIG Program Coordinator will review AIG student schedules to ensure that proper placement in honors, AP, IB, and/or dual enrollment was made. A meeting with the student, counselor, and parent will take place to discuss why the student is not enrolling in advanced level courses and encourage the student to challenge him/herself with more rigorous courses. High school program options as well as advanced learning opportunities such as Credit by Demonstrated Mastery are shared in detail at our annual High School Options fair in the fall.</p> <p>The high school DEP has been embedded into the student's 4-Year Plan. During annual conferences with students, high school counselors discuss the student's progression in high school, possible advanced coursework that can be taken, and their post-secondary aspirations.</p> <p>During the 2025-2028 AIG Plan cycle, the AIG department will collaborate with the CTE department on the development of the career development plan for middle and high school students to ensure that our gifted students' needs and interests are being addressed within this plan.</p>	<p><b>* Ideas for Strengthening the Standard</b></p> <ul style="list-style-type: none"> <li>▪ Continue to explore avenues to identify underrepresented populations including students who are culturally/ethnically diverse, economically disadvantaged, Multilingual Learners, highly gifted, and those who are twice-exceptional (both AIG and EC).</li> <li>▪ Create webinars for parents that explain AIG policies, practices, and procedures; have them available online.</li> <li>▪ Integrate the AIG DEP into the Career Development Plan for middle and high school students.</li> </ul> <p><b>Planned Sources of Evidence</b></p>
--	--

\* ABSS AIG Identification Process (English and Spanish), ABSS Eligibility Profile Sheet (English and Spanish), ABSS Differentiated Education Plan, ABSS AIG Teacher Handbook,

\* ABSS AIG Overview Presentation,

\* ABSS AIG Brochure

**Documents**

Document Template

N/A

Document/Link

 [Portfolio Pathway Checklist](#)

 [Parent Referral Letter](#)

 [25-28 ABSS AIG Identification Process](#)

 [ABSS AIG Eligibility Profile Sheet](#)

AIG Standard 1 Additional Resources

Standard 2: Comprehensive Programming within a Total School Community

**Alamance-Burlington Schools (010) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

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

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

**\* Practice A**

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

AIG programs and services are aligned with each area of AIG identification and student needs. Alamance-Burlington identifies and serves students in their area(s) of identification: reading and/or math. This service might include pull-out enrichment with the AIG teacher and/or collaborative co-teaching in the classrooms with AIG clusters. In a survey given in the 2024-2025 school year, 83.3% of administrators and 76% of teachers surveyed agreed or strongly agreed that the AIG teacher and classroom teachers at their school collaborate with each other in order to meet the needs of AIG students. This shows a need for stronger collaboration between AIG teachers and classroom teachers in order to ensure that serving our AIG students is a shared responsibility.

Differentiated Education Plans are completed for each student which notes their area(s) of identification and lists content modifications and services. The DEP is reviewed annually and changes are made as needed. The DEP is currently housed in PowerSchool and shared with classroom teachers and parents electronically; with the shift to Infinite Campus, we are hopeful we can continue this practice while utilizing that student management system. If not, a digital copy will be shared with teachers and parents via email or Google Docs. This intentional collaboration allows for a student's advanced learning needs to be addressed in the regular classroom setting. A copy of the DEP will be placed in the student's AIG folder.

In a survey given during the 2024-25 school year, 92% of administrators, and 85% of teachers surveyed agreed or strongly agreed that our district provides an array of K-12 programs and services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners. 87% of parents surveyed agreed or strongly agreed that their child's participation in the AIG program has been a worthwhile experience and has led to their child's academic growth. 87% of parents agreed or strongly agreed that their child has shown an increased interest in school as a result of participation in the AIG program. 55% of students surveyed said their academic needs are being met in school most of the time while 36.7% said their needs are met at least some of the time. When asked if their participation in the AIG program has been a good experience overall, 95% of students surveyed said yes.

The academic and intellectual needs of our students are always a focus in ABSS. Services include collaboration and co-teaching between AIG specialists and classroom teachers; K-8 enrichment opportunities for AIG students; additional enrichment services for accelerated AIG students; and advanced, honors, AP and IB courses on the secondary level, as well as a number of different course options for high school students.

There are three possible levels of service for students after screening and identification::

- Tier One: Consultative Service is for AIG students who show a need for differentiation in the regular classroom. The AIG teacher will provide guidance to the classroom teacher regarding differentiation, enrichment, and extension of Reading and Math standards.
- Tier Two: Resource Service - AIG students who show a need for additional rigor and challenge beyond the regular classroom. The AIG teacher provides direct support to students through pull-out in the AIG classroom and/or co-teaching with the classroom teacher. In middle and high school, these students are served through the advanced level courses offered.

- Tier Three: Acceleration is for AIG students who meet the criteria for whole-grade or course acceleration. These students will be placed in the appropriate grade or course.

**K-2 Consultative**

AIG teachers work on a consultative basis with the K-2 classroom teachers. This may include modeling or sharing higher level lessons that incorporate critical thinking and problem solving. Classroom teachers will also be provided a K-2 Toolkit that will include enrichment tasks which could help provide evidence for formal identification.

**K-2 Nurturing**

Some students may also be offered enrichment opportunities in math, reading, and critical thinking skills on a weekly basis by an AIG teacher if they show a need for differentiation. The Primary Education Thinking Skills books, Jacob's Ladder resources, teacher created lessons, and a variety of other resources will be used for these lessons.

**K-2 AIG**

Students in K-2 who have been formally identified for the AIG program will receive consultative and/or resource enrichment services with the AIG teacher at their school a minimum of 30 minutes two times per week in their identified area(s). This may be in the form of co-teaching, small groups, and/or pull-out enrichment with the AIG teacher.

**K-2 IG**

Students in K-2 who have been formally identified as IG will receive consultative and/or resource enrichment services with the AIG teacher at their school a minimum of 30 minutes one time per week in their identified area(s). This may be in the form of co-teaching, small groups, and/or pull-out enrichment with the AIG teacher.

**Grades 3-5 Collaboration**

AIG Teachers are also expected to collaborate with 3rd, 4th, and 5th grade teachers on a regular basis in order to provide support with differentiated lesson ideas in order to meet the needs of gifted students in the regular classroom setting. During the summer of 2025, AIG teachers will work to include suggestions for classroom teachers to differentiate for their AIG students on the existing ABSS Unit Plans.

**Grades 3-5 AIG**

Identified 3rd, 4th, and 5th grade students will receive resource services with the AIG teacher at their school; depending on AIG population and scheduling, 3rd grade AIG students will receive at least 60 minutes of service time and 4th-5th grade AIG students will receive at least 90 minutes of service time each week. The NC Standard Course of Study is extended, enriched, or accelerated during enrichment or small group settings. Critical thinking and problem solving are embedded in the lessons taught. A co-teaching model will also be used; in this model, the AIG specialist collaborates, plans, and teaches with the regular education teacher of AIG cluster-grouped students.

**Grades 3-5 Highly Gifted AIG**

Students who are identified as Highly Gifted in Reading and/or Math will receive more intentional enrichment and curriculum compacting of grade level and above grade level standards with the AIG teacher at their school. This can be in the form of pull-out instruction, small groups, or co-teaching with the classroom teacher.

Click here to remove the table and use only the narrative field.

Grade Span	Academically Gifted	Intellectually Gifted	Academically and Intellectually Gifted	Additional information



K-2	<p>* Consultative Services: AIG teacher will collaborate with the classroom teacher to ensure AG students are receiving appropriate differentiation. Resource Services: 30 minutes two times a week in their identified area(s); this may be in the form of co-teaching, small groups, and/or pull-out enrichment with the AIG teacher.</p>	<p>* Consultative Services: AIG teacher will collaborate with the classroom teacher to ensure AG students are receiving appropriate differentiation. Resource Services: 30 minutes one time a week to develop academic skills; this may be in the form of co-teaching, small groups, and/or pull-out enrichment with the AIG teacher.</p>	<p>* Consultative Services: AIG teacher will collaborate with the classroom teacher to ensure AG students are receiving appropriate differentiation. Resource Services: 30 minutes two times a week in their identified area(s); this may be in the form of co-teaching, small groups, and/or pull-out enrichment with the AIG teacher.</p>	<p>* Other service options: Early Entrance to Kindergarten Grade Acceleration (Grade skipping) Nurturing K-2 Toolkit with Talent Development Tasks Flexible grouping</p>
3-5	<p>* Consultative Services: AIG teacher will collaborate with the classroom teacher to ensure AG students are receiving appropriate differentiation. Resource Services: 3rd graders will receive a minimum of 60 minutes of service per week and 4th and 5th graders will receive a minimum of 90 minutes per week; this may be in the form of co-teaching, small groups, and/or pull-out enrichment with the AIG teacher.</p>	<p>* Consultative Services: AIG teacher will collaborate with the classroom teacher to ensure AG students are receiving appropriate differentiation. Resource Services: 30 minutes one time a week to develop academic skills; this may be in the form of co-teaching, small groups, and/or pull-out enrichment with the AIG teacher.</p>	<p>* Highly Gifted students will receive more intentional enrichment and curriculum compacting of grade level and above grade level standards with the AIG teacher at their school. This can be in the form of pull-out instruction, small groups, or co-teaching with the classroom teacher.</p>	<p>* Other service options: Grade Acceleration (Grade skipping) Flexible grouping</p>
6-8	<p>* Consultative Services with AIG teachers to provide differentiation in the regular classroom. Advanced math and/or English/Language Arts classes.</p>	<p>* Consultative Services with AIG teachers to provide differentiation in the regular classroom. Advanced math and/or English/Language Arts classes.</p>	<p>* Advanced math and/or English/Language Arts classes. Students who have been identified as Highly Gifted AIG may also receive enrichment services with the AIG Specialist during the scheduled intervention time. This may be in-person or virtually as scheduling allows.</p>	<p>* Other service options: Math Course Acceleration (course skipping) Grade Acceleration (grade skipping) Consultation, co-planning, and co-teaching with classroom teachers Credit by Demonstrated Mastery for high school classes Interest-based competitions and clubs</p>
9-12	<p>* Honors and Advanced Placement courses are available at all high schools. Students can also enroll in the International Baccalaureate Program at Williams High School or participate in the AP Capstone Program at Western High School.</p>	<p>* Honors and Advanced Placement courses are available at all high schools. Students can also enroll in the International Baccalaureate Program at Williams High School or participate in the AP Capstone Program at Western High School.</p>	<p>* Honors and Advanced Placement courses are available at all high schools. Students can also enroll in the International Baccalaureate Program at Williams High School or participate in the AP Capstone Program at Western High School.</p>	<p>* Other High School Options: Alamance-Burlington Early College at ACC Classes taken at CTEC (Career and Technical Center) Dual Enrollment College and Career Promise Program Collegiate Start at Elon University</p>

**\* 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.

The unique social and emotional needs of gifted learners is always an area of focus and concern for ABSS. Decisions regarding student testing, placement, and service will be made in the interest of the whole child while meeting the student's academic/intellectual gifts and social/emotional needs. In the ABSS 2023-2029 Strategic Plan, goal one is focused on a safe and supportive learning environment and includes "addressing social and emotional learning to advanced positive self-concept and social awareness. When surveyed during the 2024-2025 school year, 70% of parents agreed or strongly agreed that their child's social and emotional needs are being addressed. This is an increase from the 2022 survey where only 43% of parents agreed or strongly agreed with this statement.

ABSS classroom teachers incorporate SEL lessons into classroom instruction to teach skills like self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Every K-12 school makes their own decision on how to incorporate SEL in their schools; programs such as Capturing Kids Hearts, Second Step, and Leader in Me are examples of the programming that schools in ABSS utilize. Our school counselors also follow the ASCA National Model (American School Counselor Association) which includes "appropriate curriculum focused on the mindsets and behaviors all students need for postsecondary readiness and success."

Professional development sessions have been a focus in our annual ABSS district PD days, including The Culturally Responsive Classroom, Best Practices for Integrating ML Newcomers in the Classroom, Creating a Growth Mindset, and Incorporating the Behavior Matrix for MTSS.

Professional development on the social and emotional needs of gifted learners is also offered as a part of the district AIG Professional Development. Excerpts from The Social and Emotional Development of Gifted Children and On the Social and Emotional Lives of Gifted Children will be used to prompt discussions on this topic.


Articles and information on the social and emotional needs of gifted learners will be shared in AIG newsletters that are sent to parents and school staff members. These will provide practical tips for parents as well as lesson ideas for classroom teachers.

A school counselor, regular education teachers, an administrator, and an AIG specialist are members of the AIG committee at each school. Multi-Language (ML) teachers are also invited to be a part of the AIG committee to address the unique needs of our English language learners. The AIG committee at each school not only reviews screening and testing data to determine who qualifies for AIG services, but they also meet to address the academic and social/emotional needs of gifted students who may be struggling. They will meet to discuss gifted children who aren't meeting their full potential and will determine strategies to use in order to support these students and meet their individual needs.

Student support plans will be created to address the academic/intellectual and/or social/emotional needs of AIG students who are underachieving. The school's AIG committee will identify academic, behavioral, and/or social/emotional issues preventing a child's success in order to provide them with targeted support in their areas of need as well as set meaningful and manageable goals.

The AIG Program Coordinator regularly collaborates with the Curriculum/Student Learning Department and will intentionally collaborate with the Multi-Language Department, Exceptional Children's Department, and Student Support Services as needed to share tools and resources to support the social and emotional needs of gifted learners from all backgrounds.

The AIG Program Coordinator is also able to collaborate with members of the MTSS District Implementation Team, including representatives from Student Support Services, Curriculum and Instruction, ML, and EC. More specifically, our work involves supporting school leadership to create a support plan and implement a problem-solving model that supports the work of total school improvement. It is an expectation in ABSS that social/emotional needs be a focus of School Improvement Plans for each school.

 Click here to remove the table and use only the narrative field.

**\* Practice C**

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

The ABSS 2023-2029 Strategic Plan includes in its vision that “each ABSS student is prepared for their future in an inclusive, supportive learning community.” Our mission is to “engage and empower every student to learn and become knowledgeable, responsible community members.” Our values are equity, community, integrity, and excellence. Focus areas include the following: a safe and supportive learning environment; staff recruitment and retention; mastery teaching practices; maximized learning pathways; community partnerships; and productive citizens. The AIG Plan echoes these district priorities through the program, services, and personnel.

Since the AIG Department is housed under Curriculum/Student Learning Department, collaborating with instructional departments to ensure AIG services are integrated and gifted curriculum resources are aligned with the total instructional program is seamless. The Curriculum Specialists assist in vetting resources as well as provide additional support to the elementary and middle school AIG Teachers that are assigned to each school. The AIG Program Coordinator is also a part of planning, creating, and delivering district-wide professional development, providing support to Instructional Coaches, and providing support for all programs and curriculums across the district that support advanced learners. This allows for integration of AIG services with the total instructional program of ABSS.

The Middle School AIG Specialists will collaborate with the Secondary ELA and Math Curriculum Specialists in order to provide meaningful training for classroom teachers during school-based PLCs (Professional Learning Communities) regarding differentiation and engagement of students. They will also provide middle school teachers with lesson resources and learning tasks for advanced courses.

The ML and EC specialists also partner with the AIG Program Coordinator in order to ensure we are appropriately serving our twice exceptional students and English Learners. The MTSS and/or Leadership teams at each school assists with the understanding of the tiering process as well as social/emotional issues.

AIG Teachers have access to all ABSS Curriculum resource documents including the elementary Science of Reading aligned Unit Maps which are centered around building knowledge about grade level Science and Socials studies standards, middle and high school Standards Maps, NCSCOS, Data Trackers, DPI Lessons, and other vetted curriculum materials. These resources are used to create lessons for the AIG classroom that enrich or extend the instruction in the regular classroom setting. Students are given learning opportunities that enhance their interests and talents through creative and academic exploration, as well as instruction that is designed to broaden their understanding of a standard by adding depth and complexity. Problem-based learning, interdisciplinary projects, STEM or STEAM projects, and real-world learning opportunities are all a part of the AIG curriculum.

The AIG Program Coordinator works with the elementary and middle school administrators to ensure that best practices are put in place in order to address the needs of gifted learners. For example, when possible gifted learners are clustered together and placed with teachers who have Gifted Licensure or at the minimum have completed or are enrolled in the Local AIG Professional Development. This allows for co-teaching opportunities between the AIG teacher and classroom teacher. Gifted learners are not penalized or given extra work when missing class during pull-out enrichment opportunities. Gifted learners do not miss "specials" or P.E. to attend AIG class. To ensure these practices are put into place, the AIG Program Coordinator provides information to principals on the Cluster Grouping Model each spring before scheduling begins. Afterwards, AIG Headcounts and a list of AIG Certified/Trained staff are sent to each elementary and middle school. Principals and encouraged to involve their AIG teacher in the scheduling process.

The AIG Program Coordinator also works with high school administration regarding scheduling of advanced classes and recruiting for AP/IB courses and other advanced courses to ensure the needs of advanced learners are being met. A list of AP Trained teachers is shared with high school principals as they prepare their schedules. A list of teachers who have completed the HS Honors Audit is also shared with principals to ensure they are scheduling staff appropriately.

Most of the AIG funding is directed toward AIG personnel. As funding is available, resources are purchased through the AIG department to enhance the program such as reference material, instruction and curriculum materials, and professional development opportunities.

AIG Advisory Board members include representatives from a variety of stakeholders including teachers, principals, parents, Central Services Directors, Curriculum Specialists, Exceptional Children's Specialists, Multilingual Learners Specialists, and counselors. This allows for communication and collaboration with all instructional departments

The Alamance-Burlington School System has incorporated the following system-wide initiatives for improving gifted education and the total quality of public education:

1. Extending and enriching the NC Standard Course of Study for Gifted Learners
2. AIG Advisory Board
3. School Improvement Plans
4. AIG Professional Development Offerings
5. AIG Committees at each school
6. NC Portrait of a Graduate Guidebook and resources

**\* Practice D**

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

ABSS recognizes the unique educational needs of gifted students and considers that "research clearly documents the benefits of keeping gifted students together in their areas of greatest strength for at least part of the day" (The Council for Exceptional Children, March 2001). According to ABSS AIG students, 75% of AIG students surveyed in the 2024-25 school year said they benefit from being able to interact with other students who have similar abilities and interests in their classes. An additional 25% said they benefit from this interaction at least some of the time.

AIG students are to be cluster-grouped within the regular classroom. In addition, students identified as "accelerated" or highly gifted in an area are to be cluster-grouped together within the regular classroom. In order to be in compliance with Senate Bill 500, students who earn a level 5 on the Math EOG in grades three or higher should also be cluster-grouped within the regular classroom. Since ABSS does not offer advanced courses in the elementary level, this will give these students the opportunity to be with students of like-ability as well as allow teachers to provide more challenging material to small groups. Not only does this grouping practice benefit gifted students academically by allowing them opportunities to regularly learn and interact together, it also allows time for scheduling out-of-class activities and enrichment services with the AIG teacher.

The AIG Program Coordinator reviews the school-wide cluster model each spring with Elementary and Middle School Administrators to ensure this practice is being implemented on a consistent basis. Cluster-grouping also allows for co-teaching opportunities between the classroom teacher and AIG teacher, who would also be able to work with flexible small groups.

In order to reach all learners, all teachers in ABSS are encouraged to use differentiated instructional strategies. These techniques are meant to accommodate each individual student's learning style, readiness, and interest, and they involve using a variety of different instructional methods, such as flexible grouping. In flexible grouping, students should be grouped together for delivering instruction based on their academic, social, and emotional needs. This can be as a whole class, a small group, or with a partner. These groups are temporary and may change for different subjects, lessons, and activities depending on student needs and learning outcomes. The clustering of AIG students within their regular classrooms allows them to be flexibly grouped with other students of similar abilities and readiness levels. Flexible enrichment groups will also be formed in Title 1 schools for 3rd-5th graders with high academic potential.

AIG teachers attend PLC meetings with classroom teachers/data teams at their schools as often as their schedules permit to look at the assessment data (benchmarks, classroom tests, etc.) of identified AIG students as well as non-identified students with high academic potential. They also discuss individual student needs and abilities in order to successfully group students for a particular lesson or activity. AIG teachers also utilize this time to share differentiated instructional strategies that could be utilized for AIG students in the regular 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.

AIG specialists are also provided with an "AIG Teacher Handbook" that includes their responsibilities and expectations, a calendar of AIG meeting dates, an AIG testing calendar and information on administering testing, copies of AIG screening tools and other paperwork, etc.

AIG teachers present information regarding the AIG plan and services to their school staff annually. A common powerpoint is provided for consistency when presenting to school staff members that includes information on the following:

- AIG Programming and Services
- AIG Identification and Eligibility Criteria
- Referral, screening, and testing information
- Legislation and regulations for gifted programming
- Opportunities for Professional Development regarding Gifted Education, including licensure pathways

Each school has an AIG Committee that discusses instructional services, testing, support plans, and other issues pertaining to gifted students. This Committee may include administration, classroom teachers, AIG teachers, ML teachers, EC teachers and school counselors.

Differentiated Education Plans (DEPs) are created for all AIG students K-12. DEPs list learning environment options as well as content modifications and instructional strategies that the classroom and AIG teachers may use with AIG students. Other content modifications and service options specific to an individual child are also listed. These DEPs will hopefully be housed in Infinite Campus under the Gifted and Talented Tool and shared with classroom teachers; administrators and school counselors will also have access to student DEPs.

The local AIG plan is posted on the AIG district website and on each AIG teacher's school-based website. The district AIG website is updated periodically to include new information. The AIG plan is also translated into Spanish and posted on the district AIG website. The AIG website also includes past presentations, survey information, gifted resources for teachers, parents, and students as well as AIG program information, updates, and school AIG contact information.

Information about testing, legislation, or other important updates are sent to K-12 district and school administration through a weekly newsletter. The AIG Program Coordinator may also present at Principal Meetings regarding changes in the AIG program and other important information as the need arises.

**\* Practice F**

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

Elementary and middle school AIG teachers present information regarding the AIG program, including identification and services, to the staff at their individual schools each year. This is a district-wide presentation to ensure continuity throughout the district.

AIG teachers assist with the scheduling process in the elementary and middle school levels to ensure proper grouping and placement for identified students; the AIG Program Coordinator collaborates with the Curriculum Specialists and Accountability Department in the creation of a placement spreadsheet for rising 9th graders to assist in the scheduling process for high school students. Middle School AIG teachers are also involved in the scheduling process for rising 9th graders who are AIG identified. They meet with the high school team and analyze the available data to discuss where these students need to be placed and what courses need to be offered to best meet their needs. Schedules for middle and high school AIG students are audited yearly to ensure they are placed in advanced level courses.

The AIG Committee at each elementary school will meet quarterly (or more if needed) to address testing decisions, services based on need, track student mastery data aligned to their grade level, and social and emotional needs of the students.

Elementary and Middle school AIG Teachers also meet together several times throughout the year and will have an opportunity to meet each May to discuss the transition of their AIG students to middle school. It is a goal for this plan that our Middle school AIG specialists will hold transition to middle school meetings in the fall of each school year for 6th grade families. At this meeting, AIG teachers will discuss AIG services and student opportunities in middle school. Regular education teachers, counselors, and administrators will also be invited to attend this meeting.

Each high school has a Curriculum Night and/or Registration Fair where parents of rising 9th graders are invited to find out more about courses and programs offered at the high school, including AP/Honors courses and other advanced learning opportunities. Families also have the opportunity to attend a registration session that outlines graduation requirements, new courses being offered the following school year, and course sequencing information. Middle/high school AIG specialists will be involved in these meetings each year to help ensure an effective continuation of services.

Each summer, AIG student records are transported from the elementary schools to Central Services where they can be easily located, reviewed, and updated by the Middle School AIG Specialists and the AIG Program Coordinator. AIG files will be reviewed during the fall of each year and updated throughout the year as needed.

Rosters of AIG students are disseminated to appropriate teachers, administrators, and other pertinent school personnel at all levels to facilitate and promote optimum placement and services for AIG students. DEPs will be shared with classroom teachers to ensure appropriate differentiation is occurring.

**\* 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.

Subject and grade level acceleration are for those students who consistently perform above their peers and may be best served by receiving grade level instruction in the next grade. Subject acceleration is recommended for those students who demonstrate performance above grade in one subject but not necessarily in all areas. Students who are grade accelerated should be learning two grade levels above their peers. Guidelines and procedures will be posted on the ABSS AIG website for administrators, teachers, and families to better understand the opportunities available in order to make informed acceleration decisions that match students' demonstrated needs.

Requests for subject or grade acceleration, including early entrance to Kindergarten, are typically initiated by the parent and are brought to classroom teachers or principals. Each case is reviewed by the AIG Committee, using the Iowa Acceleration Scale as a guide, considering the following: student aptitude, achievement, performance, observable student behavior, and motivation/interest; the final decision rests with the principal. Outside testing with a licensed psychologist or psychiatrist may be necessary for Early Entrance to Kindergarten.

ABSS has criteria in place to identify students as "highly gifted" in reading and/or math for grades 3-8 (See Standard 1, practice B for identification criteria.) Students who qualify for highly gifted services in grades 3-8 will receive additional differentiated service time with the AIG specialist teacher above and beyond their regular AIG services (as outlined in Standard 2, practice A). They will also have additional individualized modifications made on their Differentiated Education Plans. Their additional enrichment time with the AIG specialist will focus specifically on individualized modifications and on accelerating academic content for highly gifted students.

All AIG math students in middle school have the opportunity to take advanced math classes so that by their 8th grade year they are able to take Math I. AIG math students who have qualified for math course acceleration (see criteria in Standard 1, practice B) going into middle school may take advanced 7th grade math in 6th grade, Math I in 7th grade, and Math II and III in 8th grade. AIG teachers at each school will conference with parents at the end of 5th grade to review this math trajectory in order to help parents make the best decision for their child socially, emotionally, and academically going forward. To create multiple entry points for math course acceleration in middle school, 6th grade students who meet the criteria, may also go into Math 1 during their 7th grade year, and Math II and III in 8th grade.

High school AIG students have opportunities to take Advanced Placement courses offered at their school or online through NC Virtual Public School, enroll at Williams High School in the International Baccalaureate Program, take college courses offered at Alamance Community College through Career and College

Promise, and take college courses at Elon University through the Collegiate Start Program. The Career and College Promise (CCP) program allows qualified high school juniors and seniors in North Carolina the opportunity to pursue college courses (tuition free) while in high school. The CCP program accelerates completion of college certificates, diplomas, and associate degrees that lead to college transfer or provide entry-level job skills. CCP is designed for students who are college-ready while in high school and who want to get a head start on college. Ninth and tenth grade AIG students may also be eligible for dual enrollment courses; they must be identified as AG in both Reading and Math. These opportunities are shared with rising 9th graders by the MS AIG Specialists; counselors also share this information with students and families during registration meetings. If a 9th or 10th grade student is interested in pursuing this opportunity, they must have the following:

- AIG in English/reading and math OR score in the 92nd percentile or higher on an aptitude and achievement test included in the Mental Measurements Yearbook published by the Buros Institute of Mental Measures (see below for recommended tests); and
- Demonstrate college readiness in English, reading and mathematics on an approved assessment; and
- Receive recommendation verifying the student has the maturity to enroll from high school principal or equivalent administrator; and recommendation of AIG Coordinator; and
- Receive approval from ACC Chief Academic Officer; and
- Written consent of student's parent/guardian; and
- Receive academic advising at both the high school and college prior to enrollment in the program

Students may also apply to attend Alamance-Burlington Early College, where they can complete their high school requirements and gain college credits simultaneously. These programs and more are highlighted at our annual High School Options Fair, where parents and students can talk directly to representatives for each of these programs. Information on these various opportunities can be found on the ABSS Website; registration dates and deadlines are also communicated district-wide through social media and ConnectEd calls and emails.

High school students who show accelerated knowledge in math and science courses are encouraged to apply for the North Carolina School of Math and Science. This is a residential, full-time public school for 11th and 12th grade students. Each year, we have several ABSS students who apply and are accepted into this program. The AIG Program Specialist works together with school counselors and parents in order to explore this possibility for interested students.

ABSS has several SPLASH school sites where students participate in a Spanish Immersion program, learning to speak Spanish through their academic classes. Students who continue the program through elementary and middle school are generally able to accelerate through high school Spanish Courses or complete a Global Endorsement CDM for Spanish 1 and 2.

ABSS also has an established process and guidelines for Credit by Demonstrated Mastery CDM). This is an option available for students (rising 9th graders and up) to show mastery of a course without completing seat time. Students who earn CDM for a course get credit for completing that course, but it does not apply to their GPA. Each year, our middle school AIG teachers discuss this option with rising 9th graders and their parents to decide if this is an option for the student. Middle and high school counselors share this information with their students as well. Information is also posted on the ABSS Website with links to a brochure, application, process chart, FAQs, and the appeals process. ABSS provides the CDM process for students during the Spring and Summer. School counselors must discuss the process with students and parents as they complete the application and submit it to the ABSS AIG Program Coordinator. Applications for the Spring CDM Window are due on the last day before Winter Break; applications for the Summer Window are due the first week in May. The district CDM Committee consists of the AIG Program Coordinator, the Director of Accountability, the Lead Testing Coordinator, Secondary Curriculum Coordinators, and the Lead Counselor; the committee sets the CDM Phase 1 Assessment date based on the testing window provided by NC DPI. Together we provide information to the schools, students, and parents regarding the Phase 1 Assessment. Once results are provided, students and parents are informed on whether the student may continue to Phase 2, which generally consists of a research paper and presentation depending on the subject content of the course. Students have approximately 6 weeks to complete their Phase 2 assignment before presenting to a panel of judges, who are usually district-based staff. Schools, students, and parents are then informed of the CDM Phase 2 results and whether they will receive credit for the course. For students who receive credit, the AIG Program Coordinator sends this information to the school Data Manager to enter into the student information system by the end of June so it will be present on their high school transcript the following year. For students who do not receive credit, information about the Appeals process is shared with students and parents.

**\* Practice H**

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

AIG specialists work with K-3 teachers on a consultative basis to provide enrichment opportunities for students who are outperforming their peers, but who have not been formally identified as AIG. AIG specialists may model lessons, co-teach, and/or provide materials and resources to K-3 teachers as needed and requested. It is a goal that AIG teachers will add extension and enrichment ideas to the K-3 math standards maps and the Unit Maps (ELA, SS, Science) to give regular education teachers ideas on how to differentiate for their advanced students.

In grades K-2, classroom teachers will be provided a toolkit that includes learning tasks to practice advanced thinking skills. These tasks can be used to create a portfolio of evidence that may lead towards identification. This provides resources for all classroom teachers to identify and nurture advanced thinking skills in all students, especially those from underrepresented groups who may not be traditionally identified. In schools where scheduling permits, the AIG teacher will provide whole group and small group lessons to K-2 students. This opportunity offers direct instruction and small-group support to younger students, potentially reaching those who may not be ready for formal testing or who may have different learning styles.

Some students may receive small group instruction with the AIG specialist to receive enrichment in reading, math, and/or critical thinking skills. These groups are flexible and may change depending upon the needs of the students. Student confidence will be built as students become successful learners in these small group environments. The PETS series (Primary Education Thinking Skills) as well as materials from "The Thinking Skills Company", Jacob's Ladder, and/or Habits of Mind are sometimes used in these small groups. As indicated in Standard 1, K-3 students who are consistently working well above grade level may be referred for an AIG evaluation.

In the spring of each year, all second graders are administered the Naglieri General Abilities Test as a screening tool for possible AIG identification. This data, along with other formative and summative data, is used to create cluster-grouped classes as well as form flexible small groups for enrichment opportunities in math and reading in all elementary schools for the next school year. This small group instruction extends and enriches the curriculum, partly by incorporating critical thinking and problem solving into the lessons. Students in these groups automatically go on the talent pool for formal AIG screening and evaluation.

Prior to administration of the Naglieri General Abilities Test, AIG Specialists conduct whole group critical thinking lessons in all 2nd grade classrooms or provide materials for 2nd grade classroom teachers to help prepare students for the kinds of items they will see on the test.

**\* 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.

Alamance-Burlington is composed of a diverse population and is committed to offering high-level learning opportunities for all students. As outlined in the ABSS Strategic Plan, the ultimate goal is to ensure that all students have a fair chance to reach their full potential to become a productive citizen in our world.

ABSS will informally identify students in grades 3-5 at Title 1 schools who do not meet the criteria to formally qualify for the AIG program, but who have a body of evidence to show they are consistently performing at high levels when compared to their peers (NGAT, TRC, Benchmarks, BOG or EOG). These students will receive enrichment services to help develop their potential. The AIG department will also intentionally collaborate with ML and EC departments in an effort to identify these underrepresented populations. Both departments have a variety of data that can be used to screen students for a possible AIG evaluation. Both the ML and EC departments have representatives on the AIG advisory board and have been integral in the writing of this plan.

Elementary AIG teachers collaborate with classroom teachers to provide differentiation and enrichment opportunities for all students. AIG teachers may also co-teach or "push-in" to classes in order to work with a variety of students in a small group setting providing nurturing, talent development, or critical-thinking tasks related to the standards. Opportunities such as the Science Fair and participation in academic competitions such as Battle of the Books and writing contests are open to any and all interested students. Exposure to these types of opportunities can lead to a wider range of students who are prepared and motivated to participate in advanced courses and programs later on.



Each year, middle school principals receive a spreadsheet of rising 6th graders that includes important data points such as ML, AIG, EC identification, MTSS Tier, EOG scores, EVAAS, and Check-in data, etc. All available data is utilized to assist with scheduling; students who may not be identified as AIG, but score well on local screeners, Check-ins, and EOGs will be recommended to be placed in advanced level courses (ELA and/or Math). Similar process are in place for rising 7th and 8th graders, but also include current teacher placement recommendations. This allows for strategic placement in courses where they can be appropriately challenged or receive necessary support. In compliance with SB 500 or the "Advanced Math" Legislation, students who score a level 5 on their math EOG will be placed in the next level honors course; students who score a level 5 on their 7th grade math EOG will be placed in Math 1 during their 8th grade year.

Data for rising 9th graders is also sent to our high school principals in order for them to make similar scheduling decisions as well as taking into consideration student registration requests. Students who score high on EOGs and other assessments are encouraged to enroll in honors or Advanced Placement courses available to ninth grade students. For students in grades 10-12, principals and counselors look at EOY grades, EOCs, National Standardized Tests (PSAT, SAT, ACT, Pre-ACT, etc.), EVAAS, and AP Potential rosters to encourage enrollment in appropriate honors, AP, or dual enrollment opportunities. These data points help identify students who have demonstrated strong academic performance and are likely to succeed in more rigorous coursework.

Additional extra-curricular and enrichment opportunities are also available to all middle and high school students, such as participation in fine arts, school clubs, honor societies, and academic competitions (Science Fair, Battle of the Books, National History Day Competition, writing contests, etc.). These activities offer avenues for learning and skill development that are not solely dependent on classroom instruction. This can be particularly beneficial for students who may not thrive in traditional academic settings but possess talents and interests in other areas. These varied opportunities allow students to discover and showcase talents that might not be evident through traditional academic measures. A student who struggles in math class might excel in debate club or the school play, leading to a more holistic understanding of their abilities.

Honors teachers were subject to the High School Honors Audit during the 2024-2025 school year. A canvas course was created to guide teachers through the Development and Evaluation Tool as well as through self-reflection of their instructional practices. Teachers must complete the Honors Level Course Development and Evaluation Tool for the honors course(s) they teach. The Curriculum team, along with the AIG Program Coordinator, provides feedback on the D/E Tool. At this point in April of 2025, 80% of our HS honors teachers either met or were awarded "Exemplary" for their course submissions. The Advanced Learners Coordinator will continue to work with the other 20% on their submissions as well as any new teachers that are hired for the following school years. This process was created to ensure that our honors level courses provide rigorous opportunities for all students.

**\* Practice J**

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

The AIG Program Coordinator and AIG teachers consistently share information with students, parents, teachers, and other school personnel regarding contests/competitions, programs, camps, and other events that could enhance the development or help meet the needs and interests of the AIG population. AIG teachers and high school counselors send information directly home with students (flyers, websites, brochures), post information on their websites, or email parents as they learn about extra-curricular programs and events that would benefit their students. The AIG Program Coordinator also posts extra-curricular opportunities on the ABSS AIG Website and in monthly newsletters in order to share with parents, students, and staff.

Survey Results: 78% of parents surveyed in the 2024-25 school year agreed or strongly agreed that their child's school has offered opportunities for competition for their AIG child. 73% of students surveyed said their school has offered them opportunities for competition, but only 35% of students surveyed said they had actually participated in those opportunities.

Extra-curricular opportunities may vary from school to school and may include the following:

- Writing and math contests - various local community sponsored contests as well as state-wide, national, or online contests
- Battle of the Books - Students read books and come together, usually in groups, to demonstrate their abilities and to test their knowledge of the books they have read.
- Book Clubs

- Odyssey of the Mind - teaches students how to develop and use their natural creativity to become problem-solvers
- Art competitions
- MathCounts - A national middle school mathematics competition that builds problem-solving skills and fosters achievement through four levels of fun, in-person "bee" style contests
- Mad Science - interactive after-school programs that foster creative thinking and problem solving
- Science Olympiad - science competitions providing standards-based challenges
- Science Fair - school-wide, district-wide, and state-wide competition showcasing student science experiments and research
- History competitions, such as National History Day contests
- All County Band for our talented musicians
- National Honor Society - recognizes students who have demonstrated excellence in the areas of Scholarship, Leadership, Service, and Character
- Other science related clubs such as STEM, Science, and Robotics
- Thinking outside of the box clubs such as Rubik's Cube, Chess, Legos, etc.
- Governor's School - a residential summer program for NC advanced learners
- Summer and course offerings from the NC School of Science and Math

The AIG Program Coordinator meets with high school counselors each September to encourage the nomination of high school students with qualifying scores to attend NC Governor's School, which is a five week summer residential program for intellectually gifted students, integrating academic disciplines, the arts, and unique courses on each of two campuses. These students are also encouraged to apply to the Elon Summer Academy, which is a collaborative effort between Elon and ABSS to provide a summer enrichment experience for talented and motivated students.

At the annual High School Options Fair, Governor's School, Elon Summer Freedom Scholars Institute, and other summer enrichment opportunities are showcased for parents and students to gain information about these programs.

**\* Ideas for Strengthening the Standard**

- Pursue ways to utilize mentorships and job shadowing for interest-based exploration
- Establish an AIG student advisory group
- Fund a full-time AIG teacher at each elementary school in order to ensure equity and better meet the needs of all gifted students
- Fund additional middle school AIG specialists in order to help support Advanced Course teachers and AIG students at all seven middle schools

**Planned Sources of Evidence**

\* ABSS Strategic Plan, ABSS AIG Handbook, K-2 Toolkit, High School Options Fair Flyer, Agendas and rosters from PD offered by the Advanced Learner's Department, Agendas from AIG Teacher Meetings,

\* ABSS AIG Newsletters, ABSS Parent Letters, AP Enrollment , Dual Enrollment participation, CDM Process and data, ABSS AIG Plan posted on website, Advisory Board agendas,

\* ABSS AIG Shared Drive, ABSS AIG Survey data, Cluster-grouping Guide for Principals

Documents

Document/Link

Document Template

Type

AIG Standard 2 Additional Resources

N/A

 [ABSS AIG Student Support Plan](#)

 [ABSS AIG DEP](#)

Standard 3: Differentiated Curriculum and Instruction

**Alamance-Burlington Schools (010) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

**Standard 3: Differentiated Curriculum and Instruction**

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

**\* Practice A**

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

It is an expectation that all K-12 ABSS teachers teach the NC Standard Course of Study and utilize the district provided curriculum and instructional tool. For Elementary, teachers use the Science of Reading aligned Unit Maps which are centered around building knowledge about grade level Science and Social studies standards. For secondary, teachers utilize the Standards Maps for ELA, Math, Science, and Social Studies which include links to Standards Guidance Documents or DPI Standards-Aligned Lessons.

Differentiating the curriculum or content for students is also an expectation as personalizing learning for all students is a priority for ABSS. Part of the strategic plan for the Alamance-Burlington School System is to “strengthen our core curriculum and increase student access to high-quality instruction that will focus on foundational knowledge and skills in every area.” This can be accomplished by creating a personalized educational journey for every student through a rigorous learning experience, timely and meaningful feedback, and student ownership.

Blended learning is also a focus for ABSS and the AIG Program Coordinator collaborates with the Blended Learning Specialist on a regular basis. This collaboration has resulted in a Professional Development Plan to provide sessions on effective and efficient ways to leverage technology to create personalized learning experiences through accelerated pacing and differentiation. Currently, we encourage our AIG teachers to be co-teachers on the classroom teacher’s Google Classroom or Canvas LMS in order to provide differentiated tasks when mastery of standards has taken place. Our AIG teachers also have their own Google Classroom or Canvas Course to provide enrichment and extension to AIG students. In order to enhance our middle school service, our Middle School ELA and Math AIG Specialists utilize a district-wide Canvas Course for AIG students to help connect students across their multiple schools to collaborate together and work on extension tasks.

AIG teachers target the tested standards in Math and ELA as identified by ABSS when creating lessons, and will also integrate Science and Social Studies standards into some of their lessons. Since gifted students typically require curriculum and instruction beyond grade level, AIG teachers will look at the learning progression of the NC Standard Course of Study and the ABSS Standards Maps in order to plan lessons that accelerate, extend, and/or enrich the curriculum at an appropriate level for gifted students. Content modifications and instructional strategies for AIG students in both the regular and AIG classrooms may include: curriculum compacting, differentiated projects, tiered assignments, multi-disciplinary units, advanced coursework, embedding critical thinking and problem-solving across academic disciplines, incorporating STEM opportunities into lessons, and a focus on future-ready skills. AIG teachers also utilize a consistent approach for critical thinking and have found success with students using the available lesson plans.

ABSS provides regular opportunities for AIG teachers to collaborate and plan lessons together in order to create more consistency across the district. In addition, AIG teachers share lessons, advanced learning opportunities for students, educational articles, and instructional resources and strategies on the ABSS AIG Google Shared Drive. AIG teachers also have created a standards map of their own with lesson plans that include enrichment and extension activities that will act as a guide to the AIG curriculum. During the 2025-26 school year, AIG teachers will work together to create concept-based AIG units for each grade level that will include problem-based learning tasks and critical thinking lessons.

AIG teachers are also expected to collaborate with classroom teachers at their schools to help plan differentiated lessons for the regular classroom. During the summer of 2025, AIG teachers will work on the existing Unit Maps to include suggestions for classroom teachers in order to differentiate the content, process,

and/or product for their AIG students. AIG teachers may also co-teach with regular classroom teachers to provide differentiated instruction in the form of station teaching, parallel teaching, alternative teaching, and/or team teaching. This will also allow time for flexible small groupings to occur. AIG teachers are also implementing strategies from the book Collaboration, Co-teaching, and Coaching in Gifted Education. An informal AIG observation tool has been created for use by the AIG coordinator when visiting AIG classrooms. This tool is meant to guide coaching conversations with AIG teachers regarding differentiation and best practices. Formal evaluation involves analysis of student growth through EOG/EOC scores and through teacher observations made by school administrators.

Identified AIG students receive instruction from an AIG specialist in their area of identification a minimum of two times per week in elementary schools (60 minutes per week for K-3 students and 90 minutes per week for 4-5 students). Highly Gifted AIG students in grades 4-5 receive an additional service time in their identified area(s) when appropriate. This service time may include pull-out enrichment with the AIG teacher, the AIG teacher co-teaching with the regular classroom teacher, or the AIG teacher working with advanced students in a small group within the regular classroom.

In middle schools, opportunities exist daily for advanced instruction through advanced English Language Arts and Mathematics courses. Our ABSS ELA Course and Math Course Canvas Blueprints provide teachers a guide for instruction, including district-supported curriculum materials and resources such as Actively Learn, Achieve 3000, ALEKS, Big Ideas, and Gizmos. Advanced math courses in the middle school allow students to receive instruction at the next learning progression based on level of student need. This includes placement of students who scored at a level 5 on a Math EOG to be placed in the next level advanced math course in compliance with House Bill 986. Students who meet the criteria for Math Course Acceleration may take math at the next grade level. Highly Gifted AIG students also receive instruction from the AIG specialist at their school in their area(s) of identification at least once a week as the schedule allows.

Honors courses are offered at every high school; honors tasks for English II, Biology, Math I, Math III, and Calculus have been added to the existing standards maps to establish a more consistent set of expectations for honors courses across the district, distinguishing them from standard level courses. To continue with this practice, Mastery Pathways were created and added to high school course blueprints that are available through Canvas. In addition, each high school honors teacher must complete the Honors Audit, providing specific examples of how their course is distinguishable from a standard level course in depth and scope. By reflecting on their current practices, they complete the Developing and Evaluation Tool to show how they meet the needs of students with advanced learning needs by

- provide depth in rigor, complexity, challenge, and creativity beyond the standard level course;
- providing a differentiated course of study and opportunities based on their aptitudes, achievement, and interests;
- adjust pacing to increase depth and scope;
- foster growth and achievement for students with advanced learning needs.

Advanced Placement (AP) Courses are also offered at every high school or through online programs. These courses enable willing and academically prepared students to pursue college-level studies while still in high school. The program consists of college-level courses developed by the AP Program that high schools can choose to offer, and corresponding exams that are administered once a year. Students may also enroll in International Baccalaureate (IB) Courses at our IB site.

Students may also show Credit by Demonstrated Mastery. This is an option which allows students to demonstrate mastery of a course's content, getting credit and a pass/fail grade for the course by passing the End of Course test or Local Exam and completing an artifact.

**\* Practice B**

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

ABSS recognizes the need to utilize a variety of data when making scheduling decisions for students. Principals and counselors take into account historical data and AIG identification when placing students in advanced level courses. Classroom teachers are also expected to use data to make instructional decisions in the classroom.

AIG teachers will continue to create lessons aligned with the standards that are based on student interest, readiness, and/or learning profiles. AIG teachers are

expected to collaborate with the regular education teacher to personalize instruction for AIG students based on existing data such as benchmarks, NC Check-ins, CFAs, and other classroom assessments. This collaboration should lead to flexible grouping practices in the regular classroom, as well as curriculum compacting and tiered assignments to challenge AIG students. Teachers are expected to incorporate technology into lessons when appropriate to enhance the overall learning experience, as well as instructional strategies such as discussion seminars, literature circles, and Problem-Based Learning opportunities.

The AIG department will continue to provide professional development opportunities for general education teachers that emphasize diverse and effective instructional practices to address the specific needs of gifted students. These PD opportunities will include understanding gifted learners (characteristics and misconceptions), how gifted students learn, and effective ways to differentiate for gifted learners (curriculum compacting, tiered assignments, questioning techniques, learning contracts, creative problem-solving activities, multiple intelligences, and differentiation by depth and complexity).

AIG teachers are expected to regularly meet and collaborate with the regular education teachers at their schools who teach AIG students to support them in differentiating for those students and to provide resources and instructional strategies. Modifications and strategies should provide rigorous opportunities for academic growth and may include differentiated projects, tiered assignments, multidisciplinary units, curriculum compacting, advanced literary experiences, integration of future-ready skills, and opportunities for higher order critical thinking and problem solving.

In high schools, honors tasks and mastery Pathways were created in high school course Canvas blueprints to offer rigor and appropriate differentiation for advanced students..

Middle school AIG teachers support both middle and high schools in facilitating support of AIG students and assisting in communicating advanced learning opportunities available to high school students. AIG identified students in high school have several opportunities for enrichment and acceleration. These may include:

- Honors Level Courses
- Advanced Placement Courses
- International Baccalaureate Courses
- Early College at ACC
- CTEC Courses
- CTE Honors Courses
- BioTech Academy
- Credit by Demonstrated Mastery
- Dual Enrollment
- NC Virtual Public School
- NC Governor's School
- NC School of Science and Mathematics
- Alamance Community College Career and College Promise
- Elon University's Collegiate Start Program

**\* Practice C**

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

Incorporating a variety of evidence-based resources to address the multifaceted needs of Academically or Intellectually Gifted (AIG) students requires a comprehensive and thoughtful approach. Schools must move beyond simply providing more work and instead focus on resources that promote depth, complexity, acceleration, and social-emotional well-being. ABSS is dedicated to providing appropriate resources that guide teachers to create tasks with varying levels of complexity based on student needs.

AIG teachers have access to an AIG resource library. The resource library includes a variety of research-based materials for math, ELA, science, and STEM enrichment. There are also multiple resources on incorporating critical thinking into lessons and books specifically designed to build thinking skills in K-3

students, including the PETS series (Primary Education Thinking Skills) and ThinkLaw Lessons (K-8). All AIG teachers in Title 1 elementary schools have individual copies of the PETS books (K-3). Most elementary schools also have sets of tangrams, pentominoes, and attribute blocks to use with AIG enrichment groups or when pushing in to work with students in the general K-3 classrooms. Elementary AIG teachers also have access to Junior Great Books materials, which focus on inquiry-based learning opportunities through challenging literature and nonfiction texts. Many schools also have "Hands-on Equations" materials, used to introduce algebra and teach students how to balance algebraic equations, as well as "Building Proportional Reasoning Across Grades and Math Strands, K-8." Middle School AIG teachers have access to ELA Lessons by the Advanced Curriculum From Vanderbilt University's Programs for Talented Youth. In addition, AIG specialist teachers use a variety of other published resources like the AIG Instructional Resources Project through DPI, SchoolNet, the Mathematics Assessment Project, and a host of other web based resources and programs. AIG Teachers have access to several digital subscriptions to enhance the student's learning. These include The PBL Project, Breakout EDU, and Byrdseed TV. AIG teachers regularly share instructional strategies and resources at monthly AIG meetings and on the ABSS AIG Google Shared Drive.

AIG teachers have provided differentiated lesson ideas in the ABSS Curriculum Documents for regular education teachers. Enrichment and extension ideas are also included in the middle school math and ELA standard maps.

AP teachers are provided resources through the NC AP Partnership (NCAPP), AP Central, and various texts and other AP resources through district and school purchases. They are also given opportunities to share resources and collaborate with other like-subject teachers during our district-wide AP Saturday events. Depending on the future of NCAPP and potential cuts to funding, ABSS will continue hosting virtual AP PLCs on a monthly basis to provide a platform for teachers from across the district to have discussions and share ideas on a regular basis. During these meetings information is also shared regarding training opportunities, evidence-based practices, and information to pass on to students, such as scholarships and learning opportunities.

More research-based materials, specifically designed for gifted students, are needed district-wide K-12 in order to increase consistency across all schools. As funding becomes available, additional resources will be purchased to supplement what is currently in place. Sending regular education teachers to conferences such as NCAGT and NAGC would also provide teachers with valuable resources to teach identified students.

ABSS recognizes the importance of addressing the social and emotional needs of gifted learners for their overall well-being and academic success. While each school in ABSS has the opportunity to choose what core SEL plan they implement, all K-5 are schools are expected to utilize Second Step, in conjunction with various SEL curricula (i.e, Zones of Regulation, CASEL SEL Playbook, and Be Calm thru PE). Our secondary schools (6-8) utilize, but are not limited to the following: Capturing Kids Hearts, Everfi, and most recently, SEL w/Classcraft, and/or Zones of Regulation. These curricula are generally used with students through classroom Morning Meetings with their teacher, School Counselor Groups, Student Support Groups, and skill-building groups.

ABSS uses Educator's Handbook as our district behavior management system. All students benefit from core research-based interventions as they relate to PBIS (Positive Behavior Intervention Support) guidelines such as Leader In Me, Champs (6-12), and Restorative Practice.

Successful teachers of the gifted require a special understanding of their students' social and emotional needs. In order to support gifted learners social and emotional well-being the AIG department will:

- Include discussion and share articles on the social and emotional needs of gifted learners in AIG Teacher Specialist meetings.
- Share information on addressing and supporting the social and emotional needs of gifted learners in AIG newsletters to be posted on the AIG district website and on AIG teacher webpages.
- Identify opportunities to support the social and emotional needs of AIG students
- Share information on supporting the social and emotional needs of AIG students directly with counselors through email and/or at district-wide counselor meetings.

Elementary AIG Teachers have access to lesson plans based on the Habits of Mind, which allow students to establish and maintain positive relationships both in and out of the classroom, develop and use effective communication techniques and strategies, apply flexible thinking strategies, and demonstrate powerful character traits. Creating units of study that focus on social/emotional issues is a goal for our AIG teachers, as well as providing a lending library for students who could benefit from bibliotherapy.

Elion University hosts a summer program, Freedom Scholars, in partnership with the Teagle Foundation's "Knowledge for Freedom" initiative. This free program is tailored for local high school students from underserved populations who want to attend college and be difference makers in their communities. Freedom Scholars work collaboratively with local civic networks to deepen and shape their understanding of some of the complex challenges they must address in their battle against the barriers holding back their communities' progress. Simultaneously, Freedom Scholars receive support from Elion mentors in navigating the college admissions process and post-high school plans.

The AIG Department also provides professional development opportunities for administrators and their school staff on Growth Mindset. Several schools have had year-long training or book studies on Carol Dweck's Mindset, Mary Cay Ricci's Mindset in the Classroom, and Annie Brock/Heather Hundley's The Growth Mindset Coach.

Currently, we have seven elementary schools that utilize the "Leader in Me" program. Leader in Me helps schools create well-rounded learners by developing the whole-person and preparing students to become life-ready leaders. Every child has the opportunities to study, learn, and live the seven habits of highly effective people.

School counselors in ABSS work diligently to cover many aspects of students' needs and have many responsibilities in addition to their regular duties; however, utilizing school counselors to support gifted students is critical. Increasing awareness of the social and emotional needs of gifted students and making resources available to school counselors to share at the school level will better enable school counselors and teachers to support AIG students.

It is an expectation for each school in ABSS to make social/emotional needs a focus in each School Improvement Plan. The MTSS District Implementation Team has created SEL matrices to help schools best identify and serve students who may be in need of additional support structures extending beyond the core. Members of the Student Support Services (counselor, social worker, behavior coach, etc.) initiate and implement strategies beyond the core. Each school also employed an MTSS Coach to help ensure that fidelity checks are being completed.

**\* 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.

ABSS recognizes the unique educational needs of gifted students and strives to cultivate their potential both in and outside of class. North Carolina's Portrait of a Graduate program is a visionary initiative that aims to go beyond traditional academic achievement and embrace a holistic approach to education. ABSS believes that students should not only excel in core subjects but also develop essential skills, mindsets, and character traits that will prepare them for a rapidly changing world. Students are encouraged to explore their passions, think critically, and engage in real-world problem-solving. Through collaboration with educators, parents, community members, and stakeholders, our program has created a comprehensive framework that identifies the key competencies necessary for graduates to thrive in their personal and professional lives.

Throughout the 2024-2025 school year, information about the Portrait of a Graduate competencies was shared to principals and assistant principals at their monthly district-wide meetings. Staff utilized the various tools available from NCDPI such as the Playbook, Communications Toolkit, Rubrics, and Performance Tasks to lead discussions with school administrators. Principals were asked to complete a self-reflection and participate in the SWOT Analysis Protocol to explore their school strengths, including teachers or programs they could highlight; weakness, including areas of concern and needed improvement; opportunities to leverage existing programs and/or community partnerships; and threats or areas of concern or possible challenges to implementation. They were then tasked to take back this information to their schools to discuss how to create an environment that creates opportunities for student academic success, but also a student's ability to adapt, to collaborate, communicate, think critically, show empathy, learn and take personal responsibility.

Opportunities to apply learning in real life contexts outside of the regular classroom are offered at some schools through Odyssey of the Mind, Science Olympiad, and Mathcounts. Advanced learners have regular opportunities to have critical discussions and dialogue with their peers through AIG enrichment in elementary school, advanced courses in middle school, and Honors/AP/IB courses in high school.



Future-ready skills have been embedded into district-wide instructional units. 90% of teachers and 96% of administrators surveyed in the 2024-2025 school year somewhat agreed or strongly agreed that critical thinking and problem solving are incorporated into the lessons taught at their schools. Students in Alamance-Burlington School System are also taught creativity and innovation, real-world learning, ethics, and applied leadership skills through a variety of advanced courses.

All ABSS elementary schools have a designated program which incorporates a variety of future-ready skills in their daily instruction:

- Global School/Dual Language - Students in a global school setting will gain a greater knowledge of worldwide geography, peoples of the world, and a greater understanding of many diverse civilizations and cultures that make up our world. Global content will be integrated into the curriculum that our children study inclusive of language arts, math, science, social studies, the arts, and physical education.
- Leader in Me - The Leader in Me empowers students with the leadership and life skills they need to thrive in the 21st century. The process helps students learn to become self-reliant, take initiative, plan ahead, set and track goals, do their homework, prioritize their time, manage their emotions, be considerate of others, express their viewpoint persuasively, resolve conflicts, find creative solutions, value differences, and live a balanced life.
- Arts Integration - This program is a whole-school reform model that views the arts as fundamental to teaching and learning in all subjects. In these schools, teaching the state's mandated curriculum involves a collaborated, multi-disciplined approach, with the arts continuously woven into every aspect of a child's learning.

AIG and general education teachers and students in ABSS have access to a variety of technology, such as laptops, ipads, and Smart Boards. District-wide professional development in integrating technology in instruction to foster the development of future-ready skills is offered each year. Teachers are now able to provide blended learning opportunities and platforms for collaboration for their students through Google Classroom and Canvas.

Our Elementary AIG and classroom teachers offer additional learning opportunities in the form of Problem-Based Learning, Paideia Seminars, Robotics, Battle of the Books, Science Fair, and Odyssey of the Mind. Each elementary school also incorporates different interest-based clubs and several of our schools have a school garden.

At the middle school level, there are several schools that continue the Dual Language/Spanish Immersion program for those students who began the program in elementary school. At the end of the 8th grade year for students who have participated in this program, they are given the opportunity to earn the Global Language Endorsement by showing mastery of Spanish 1 and 2.

Middle School AIG Specialists share additional opportunities for our middle school learners to develop and foster future ready skills, such as critical thinking, communication, leadership, collaboration, creativity and curiosity. Opportunities such as Robotics, Science Fair, Science Olympiad, and Odyssey of the Mind already exist in our middle schools; however, we would like to offer additional opportunities across the district such as a Global Innovation Showcase, STEM Challenges, Service Learning, and Book Clubs.

The implementation of student Career Development Plans in middle schools have also helped students explore potential career pathways and align their academic endeavors with their possible future career. This tool allows students and families to ask the necessary questions about specialty programs, academic opportunities, and how to best prepare for their high school pathway.

ABSS offers many different pathways to foster future-ready skills for high school students in order to prepare for their future. These programs are highlighted at the annual High School Options Fair in October. Our K-12 families are invited to hear about the various program options that are available and have the opportunity to speak with students who are currently in these programs. Each high school also has a Parent Information Night where schools can showcase site-specific programs and courses as well as answer questions. Program information as well as applications to specific programs can be found on the ABSS High School Options page.

- CTE: Each high school offers Career and Technical Education (CTE) courses that allow students to gain hands-on experience while integrating high level math, science and language arts content. CTE offers several advanced courses that focus on career development and technological skills. Through CTE, students are given the option to be exposed to the workforce through participation in Work Based Learning opportunities, such as: Advanced Studies,

Clinicals, Internships and Apprenticeships. Many of our CTE courses lead to industry recognized credentials and college credits through articulation (an agreement between the North Carolina Department of Public Instruction CTE department and the North Carolina Community College System).

- CTEC: The Career and Technical Education Center (CTEC) offers an extension of our CTE programs for high school students. High school students have the opportunity to attend CTEC to take CTE courses that are not offered at the traditional high schools, including AP Computer Science and a variety of STEM related courses.
- AIMS: The AIMS Academy is open to students from all high school students and offers hands-on laboratory classes. Upon successful completion of all classes, students earn certification in Basic Laboratory Techniques. Students can advance to an associates degree in Applied Sciences in Biotechnology at Alamance Community College and/or continue to one of ACC's partnering four-year colleges or universities.
- ABEC: ABSS Early College @ACC is a cooperative innovative high school whose goal is to produce high school graduates with two years of college credit, earning an Associate's degree, a diploma, and/or certificate.
- Dual Enrollment: ACC and Elon University both offer dual enrollment courses.
- Advanced Classes: Honors and Advanced Placement courses are offered at each high school, as well as virtual access; one high school has the AP Capstone Program. The International Baccalaureate Program is now offered at one of our high schools and students from all high schools can apply.
- Specialty Academies: Fire and EMT Academy are both open to all high school students who would like to pursue a career in either Emergency Medical Technology or as a firefighter. These program areas offer industry recognized credentials, such as: CPR, Emergency Medical Responder, Emergency Medical Technician and NC Firefighter I.
- CAP: Career Accelerator Program (CAP) is a partnership between industry, ACC, and ABSS that offers an apprenticeship program and paid tuition toward an associate's degree in Mechatronics Engineering Technology, with a job guarantee upon completion of the program.

**\* Practice E**

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

The Alamance-Burlington School System recognizes the importance of using formative, diagnostic, and summative assessments to inform instructional decisions. The implementation of the data teaming process in ABSS has improved teaching, student learning, and leadership district-wide. Pre-assessments and formative assessments are an expectation in ABSS in order for teachers to discover what students already know in order to drive their instruction. AIG specialists attend Data Team and/or PLC meetings at their schools, as their schedules permit, to review CFA and district assessment data (AimsWebPlus, mClass, Redbird, ALEKS, NC Check-ins, etc.) on AIG students in order to drive their own instruction and to support classroom teachers in planning differentiated lessons that accelerate, enrich, or extend the curriculum for those students who have already mastered content. The AIG teacher is also expected to support classroom teachers through co-teaching with flexible grouping, learning stations, and other differentiated instruction. Regardless of ability level, students should make academic gains if the curriculum and instruction are differentiated to meet their individual needs. In a data-driven classroom, there should be a direct correlation between assessment results and classroom differentiation and instruction.

The implementation and sustainability of a Multi-Tiered System of Supports (MTSS) promotes school improvement through engaging, research-based academic and behavioral practices. ABSS MTSS employs a systems approach using data-driven problem solving to maximize growth for all. The ABSS MTSS District Implementation Team will provide support for total school improvement by providing professional development, coaching, and visibility that helps to promote college, career, and community readiness for all students. ABSS believes that MTSS is the most effective and efficient approach to improving school outcomes and student performance thereby ensuring equitable access to a sound basic education.

In order for growth to occur in gifted students, the Alamance-Burlington AIG Program recognizes the importance of differentiated instruction that is driven by data. A variety of resources will be used to support schools and individual teachers as needed in evaluating data and differentiating for gifted learners through

the AIG department. These resources include, but are not limited to, the Booster Shot Series on the NC AIG Website and materials from Shell Education. The AIG Program Coordinator is also available to provide professional development on differentiation and research-based instructional strategies.

AIG students who are not performing well in their identified area(s) in the regular classroom and/or are not meeting their full potential based on data (both formative and summative) will have support plans written for them by the AIG committee at each school. These support plans will be housed in a Google Folder where changes and updates made can be easily accessible to teachers and administrators. These support plans are meant to identify academic, behavioral, and/or social/emotional issues preventing a child's success in order to provide them with targeted support. After identifying the barriers to success, the AIG committee at each school will determine what strategies to use in order to meet that child's individual needs.

**\* Practice F**

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

The AIG Department has developed collaborative relationships with multiple departments in order to identify, serve, and meet the various needs of gifted students from all backgrounds. An Exceptional Children's (EC) Program Specialist and the Director of Services for Multilingual Learners are members of the AIG Advisory Board. In addition, the Chief Academic Officer, Chief Elementary Officer, Director of Career and Technical Education, Director of Student Support Services, the district Lead Counselor, district Curriculum Specialists, school administrators, and school counselors serve on the AIG Advisory Board and were integral in the writing of this plan. The AIG department will continue to deepen these collaborative relationships to improve the overall effectiveness of the AIG program.

In ABSS the AIG department is included in the Department of Curriculum/Student Learning, and the AIG Program Coordinator participates regularly in curriculum team meetings. District Curriculum initiatives are regularly shared with AIG teachers in order to keep them informed and maximize their ability to effectively differentiate the curriculum for their students. The AIG Coordinator meets monthly with AIG specialist teachers, and many of these meetings allow time for AIG teachers to collaborate, plan, and share lessons. In addition, the AIG department has created a Google Shared Drive where AIG teachers regularly share lessons, best practices, new ideas, educational articles, information on contests, etc.

All elementary schools have an AIG teacher who will collaborate with classroom teachers and offer differentiated opportunities for gifted learners. AIG teachers participate in professional learning communities (PLCs) at their schools as their schedules allow. AIG teachers are expected to collaborate, co-plan and co-teach when opportunities arise. AIG specialists also communicate with teachers, parents, and students to share AIG programming and service options, advanced learning opportunities, and opportunities for academic competition.

Middle School AIG Specialists will provide collaboration, coaching, and support to teachers who teach advanced level courses at all middle schools. They may also have opportunities to co-teach, co-plan, or model lessons. Middle School AIG Specialists will also share lesson ideas to increase rigor and engagement in our middle schools which will include Problem Based Learning Tasks, Advanced Curriculum from Vanderbilt University's Programs for Talented Youth, and other supplemental resources.

AIG teachers are included in the development of Curriculum Guidance Documents, such as Unit Maps, Standards Maps and Lesson Plans. During the summer of 2025, AIG teachers will work alongside EC, ML, and classroom teachers to add differentiated lesson ideas for the elementary Unit Plans, including enrichment and extension tasks, in order to meet the needs of our various learners.

AIG teachers have become more intentional in collaborating with the EC and ML contacts at the school level to identify potential twice exceptional and EL gifted students. The AIG Program Specialist and the ML Director have collaborated and presented on Co-teaching Practices for AIG, ML, and classroom teachers. This partnership has broken down barriers between the two departments and showed that our learning strategies and best practices can benefit every student. The AIG department will continue to work with the ML department to provide AIG paperwork in Spanish as well as including translators at meetings for equitable means of communication.

**\* Ideas for Strengthening the Standard**

- Develop Advanced Course/Honors Blueprints in Canvas for middle school ELA and Math in order to ensure rigor and engagement across the district
- Create efficacy in utilizing the Gifted Tool in Infinite Campus across the district to create learner profiles for AIG students
- Continue strategic and collaborative partnerships with Student Support Services district and school-based personnel to develop ideas to meet the social and emotional needs of students
- Collaborate with the ABSS CTE Department on the implementation of the student Career Development Plans

**Planned Sources of Evidence**

* ABSS AIG Shared Drive, AIG Lesson Plans, AIG Teacher Schedules, ABSS Canvas Blueprints, Established CDM process and data, AIG Local PD Course in Canvas, AIG Resource Library, AP
* K-2 Toolkit, ABSS AIG DEPs, ABSS HS Four year plan, Career Development Plan,
* ABSS High School Options Flyer

Type	Documents	Document Template	Document/Link
AIG Standard 3 Additional Resources		N/A	

Standard 4: Personnel and Professional Development

**Alamance-Burlington Schools (010) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

**Standard 4: Personnel and Professional Development**

*The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the diverse needs of gifted learners that is ongoing and comprehensive.*

**\* Practice A**

Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.

The current Program Coordinator for K-12 Advanced Learners for ABSS is a National Board Certified Teacher, AIG licensed, has a master's degree in Gifted Education, and school administration certification.

The K-12 Advanced Learners Program Coordinator oversees the development and implementation of the AIG Program through guiding the K-8 AIG teachers in the district; communicating any changes and/or updates in the AIG Plan and Programming to all stakeholders, including the local school board, district staff, school administrators, and parents; and collaborates with various departments to ensure best practices are maintained.

**Roles and Responsibilities:**

- Chairs AIG Advisory Board
- Organizes writing and implementation of AIG plan
- Oversees delivery of services
- Supervises screening, referral, and identification procedures
- Monitors implementation of program services and staff
- Works with the Chief Academic Officer in managing the AIG budget
- Provides leadership and support for AIG teachers
- Provides support for teachers of advanced courses in middle school, and high school honors, AP, and IB
- Maintains accurate and appropriate records/data of AIG program
- Communicates with schools and others regarding AIG policies and issues
- Holds monthly meetings with AIG specialist teachers
- Holds monthly virtual PLCs with AP teachers
- Communicates with parents, teachers, and administrators regarding AIG programming
- Creates a monthly AIG newsletter to reach parents, administrators, teachers, and other AIG stakeholders
- Oversees NC Governor's School district nominations
- Communicates with high schools on AP Course Audit requirements
- Oversees Credit by Demonstrated Mastery opportunity for students
- Orders AIG Testing materials
- Administers and scores AIG tests as needed
- Provides professional development on teaching gifted learners
- Maintains ABSS AIG Website
- Participates in professional development opportunities, including regional and other statewide meetings to support gifted programs
- Develops partnerships with communication strategies for families and the community to support the AIG programs
- Provide support for all programs and curriculums across the district that support advanced learners, such as but not limited to, the AIG program, honors courses, AP courses, IB courses, dual enrollment CCP courses, etc.

- Collaborates with members of the Curriculum and Instruction and MTSS District Implementation Team
- Partners with NC Association of Gifted and Talented as a member
- Attends NCAGT Conferences and PLC opportunities

**\* 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.

All elementary and middle school AIG teachers are AIG licensed or are on a provisional license, working towards licensure. Currently, we have 18 Elementary AIG Teachers who serve at 20 traditional schools; 16 of these teachers serve one school while 2 teachers are split between 2 schools. We have 2 Middle School AIG Teachers who serve 7 traditional schools and 1 virtual middle school. Out of our 20 AIG teachers, currently 18 of these teachers have their AIG Licensure and 2 are working towards licensure.

Additional information about our current K-8 AIG teachers: 5 are National Board Certified Teachers, 9 have Master's Degrees, 6 have been School-based Teacher of the Year, and 4 have participated in the ABSS Teacher Leadership Academy.

AIG teachers collaborate with Student Support Services and the school based MTSS Team when behavior or social/emotional issues arise. Together, along with the parent and/or guardian, they create support plans for the individual needs of the student. Some of our AIG teachers are on their school Leadership Team and/or MTSS Team in order to provide information regarding AIG students and their specific needs.

In elementary school, AIG teachers provide direct instruction to AIG identified students in reading and math. In addition to providing direct instruction, AIG teachers collaborate with classroom teachers on providing differentiated instruction for high ability learners. The AIG teacher also co-teaches or "pushes-in" to work with clusters of high ability students in the regular classroom. AIG teachers and some classroom teachers have participated in Co-teaching training in order to better understand the need and the benefits of this practice. Support in the form of informal observations, coaching sessions, and planning is provided by the AIG Program Coordinator to help foster co-teaching relationships in the elementary schools.

AIG teachers also carry out screening and identification procedures at their schools, maintain AIG records and paperwork at their schools, present to their school staff at least twice a year regarding the AIG program, and often lead/coach extracurricular opportunities for students such as Science Olympiad, Battle of the Books, Math Counts, Odyssey of the Mind, Science Fair etc.

Our two current MS AIG Specialists support teachers of advanced courses by collaboration, co-teaching, and/or co-planning. MS AIG Specialists also provide enrichment and extension opportunities for Highly Gifted students during the school-wide intervention times at least once a week, through face-to-face learning, virtual learning, and/or asynchronous learning. They also host district-wide opportunities for all student learners to develop interests, creativity, and curiosity.

At the high school level, the AIG Program Coordinator is the main point of contact for high school AIG students; therefore a collaborative relationship with high school administrators, counselors, and teachers is integral in order to provide support to students. Scheduling and placement, enrichment opportunities for students (including extra-curricular, scholarships, summer camps, Governor's School, and School of Science and Math), training for AP teachers, and professional development for teachers of honors classes are the main ways the academic, intellectual, social, and emotional needs of high school gifted learners are addressed. The AIG Program Coordinator also facilitates and manages the High School Honors Audit through a self-paced Canvas Course. Teachers self-reflect on their practices and complete the Development/Evaluation Tool which is housed in Canvas.

The AIG Program Coordinator facilitates monthly PLC meetings with elementary and middle school AIG teachers to promote systematic programming across the district. The purpose of these meetings is to review the district AIG plan to ensure it is implemented with fidelity, provide relevant professional development for AIG teachers, review information on identification and placement, share district and state initiatives, and allow teachers time to collaborate and share in order to develop rigorous and effective lesson plans that are aligned with the standards to extend and enrich the curriculum for our gifted students. We also use this time to review and discuss current professional articles and books regarding gifted education. Past studies have included Colin Seale's *Thinking Like a Lawyer* and Emily Mofield's *Collaboration, Coteaching, and Coaching in Gifted Education*. During the 2025-2026 school year, the AIG Coordinator and the

ABSS Literacy Coordinator are planning professional development for Elementary AIG Teachers which includes the text *The Reading Comprehension Blueprint Activity Book* for them to better support the Science of Reading aligned Unit Maps.

**\* 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.

The Alamance-Burlington Schools' AIG program recognizes the importance of having well-trained personnel and needs every teacher who works with AIG students to be highly qualified. It is a goal that all teachers who teach AIG students will have AIG licensure or complete local AIG professional development training. Information on Masters in Education programs for gifted education and AIG licensure will be sent to all interested stakeholders. At the end of each school year, a staff roster of AIG licensed teachers, those who have completed the ABSS AIG Local PD, and a list of high school teachers who have completed the Honors Audit is sent to each principal to assist with the scheduling process. This is also an opportunity to have the principal encourage teachers who do not have either credential to take advantage of the professional development opportunities.

ABSS began a local online AIG professional development training open to any ABSS employee in the fall of 2013. Since then, 192 classroom teachers (including elementary, middle and high school) have completed that training and have received ABSS certificates of completion. Currently, this is a blended course with seven online modules through Canvas and three face-to-face modules/sessions. Additionally, a summer online course will be provided for a faster-paced version of the year-long course. Participants are given a copy of Differentiating the Curriculum for Gifted Learners, the book that is used throughout the course. Links to other required readings, videos, etc. are provided in Canvas. Participants are expected to complete the assignments at the end of each module based on their reading. Assignments are posted and submitted in Canvas. Many assignments require participants to answer questions or reflect on a discussion board to allow for collaboration and sharing of ideas. ABSS will continue to offer annual AIG professional development that will include the following topics:

- Gifted Characteristics
- Differentiating the Curriculum for Gifted Learners
- Teaching and Learning Strategies for Gifted
- Social and Emotional Needs of Gifted Children
- Earning an AIG License

Middle school teachers will continue to be our target audience for our AIG Local PD through Canvas. While anyone can register and complete the course, our Middle School AIG Specialists will work directly with our middle school teachers who teach our advanced learners. They will provide coaching and model lessons, as well as co-teach and co-plan with teachers. It is a goal that 100% of these classroom teachers will either have their AIG Licensure or have completed the ABSS AIG Local PD in order to provide the needed understanding of teaching gifted students by the end of this plan cycle.

During the 2024-2025 school year, 115 high school teachers completed the High School Honors Audit; either by completing a self-paced Canvas Course or by submitting the Development and Evaluation Tool to indicate how they create rigor and challenge for their honors teachers. Both the course and the D/E Tool gives teachers the opportunity to reflect on their instructional practices and think about ways to incorporate enrichment, extension, and acceleration in their specific course. Since the Honors Audit is on a three-year cycle, the Canvas Platform will house the completed D/E Tools and allow for others to take advantage of the course each year.

AIG teachers have many opportunities to share best practices and differentiation strategies with classroom teachers, special education teachers, and administrators through Early Release days and other ABSS Professional Development days. They are also expected to co-plan with classroom teachers in order to provide resources and lesson ideas to challenge gifted learners.

The AIG Program Coordinator has opportunities to share information to school administrators and counselors, such as scheduling practices, SchoolWide Cluster Grouping Model, Growth Mindset, and other needs of gifted learners.

During 2024-2025 school year, ABSS hosted conference-style Professional Development during the district workdays; during this time, teachers were able to choose sessions to personalize their own learning. Our K-5 teachers had the opportunity to attend sessions on Classroom Management, Differentiation, Social/Emotional Learning, Small Group Instruction, Science of Reading Unit Maps, and Reveal Math. Secondary teachers (grades 6-12) had a selection of sessions covering content, best practices, and technology, such as: Teaching the Holocaust, Math Routines and Discourse, Science Routines and Assessment to Support the SEPs, Providing Rigor and Challenge in Advanced ELA/Math, Utilizing the RACE Strategy Across Curriculums to Improve Student Writing, Best Practices in Adolescent Literacy, GenAI, and program support for district supported technology such as Actively Learn, ALEKS, Achieve3000, EDIA, and EdPuzzle. It is a hope that we continue hosting these conference-style PD offerings during the school year.

**\* 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.

Alamance-Burlington recognizes that every AIG student should be placed in a classroom setting with a teacher who is highly qualified. In order to be considered highly qualified to teach gifted students, teachers should have an AIG teaching license, a degree in Gifted Education, or minimally a certificate that shows completion of local AIG training requirements. The AIG Program Specialist maintains a list of staff who have participated and completed the ABSS AIG Local PD and/or have obtained AIG Licensure, and will inform administrators of the teachers who are AIG licensed or have completed the local AIG training when scheduling their classes each year.

AIG students will be cluster-grouped with an AIG licensed teacher or, if an AIG licensed teacher is not available, with a teacher who has completed or is working to complete local AIG professional development. A cluster group should consist of a minimum of five students. If less than five students are identified in a grade or academic area, those students should be cluster grouped with the same teacher. Accelerated (highly gifted) students should also be cluster-grouped together. Research shows that gifted children benefit from learning together and need to be placed with similar students in their areas of strength. They show an increase in both motivation and achievement when grouped with other gifted students for at least part of their day. Logistically, AIG specialist teachers are better able to plan and co-teach with classroom teachers when AIG students are cluster grouped, and it also allows the AIG specialist teacher to schedule students' enrichment time. Due to our efforts to require this practice, cluster grouping has been consistently implemented across our district for the past few years.

ABSS will continue to offer local AIG Local Professional Development training. After completion of the course, participants will be sent a certificate of completion as well as recognition in our ABSS Shout-outs and at a School Board Meeting.

Teachers of Advanced Placement courses will also be provided opportunities to attend AP training through the College Board Institutes and Workshops. All International Baccalaureate teachers will also receive the appropriate training needed to teach those courses. Teachers of high school Honors classes must also complete the HS Honors Audit process.

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

ABSS recognizes the need to recruit and retain AIG-licensed professionals, including those of diverse backgrounds. Not only do we need highly qualified AIG teachers, we need classroom teachers who can provide rigorous and engaging environments for all students. This includes individuals of varying races, ethnicities, genders, sexual orientations, socioeconomic statuses, abilities, and linguistic backgrounds. A diverse teaching workforce brings a wealth of perspectives, experiences, and cultural understanding that enriches the educational experience for all students. Great teachers come from backgrounds that bring different experiences and knowledge into classrooms to benefit students. Recognizing that beginning educators often face tremendous challenges at the start of their careers, Alamance-Burlington School System (ABSS) has designed a Beginning Teacher Program to support educators new to our team. By coupling our Beginning Teacher Support Program with the ongoing support provided by school-based and learning community leadership, ABSS works to ensure that beginning educators will gain accelerated success and effectiveness, as well as greater self-confidence during the first years of their new career. It is a goal in ABSS to recruit, retain, and support new teachers to the Alamance-Burlington School System to become effective instructional leaders within their



classrooms and school community. In addition to providing district-level support, beginning teachers also receive individualized support from lead mentors and mentors at their schools. ABSS has also been a long-time partner with Participate Learning and employs several International Educators in our Dual Immersion Schools as well as in the regular classroom setting. ABSS and the local school board have increased our local supplement in order to be more competitive with our surrounding counties and retain our high quality teachers.

Currently, our AIG staff consists of 19 females and 1 male; the demographics include 19 white and 1 multi-racial. While our AIG staff is not very diverse compared to the overall staff and student demographics in ABSS, all are highly qualified staff members. Most of the AIG teachers have been in this position for five years or longer, so turnover is not regular. However, we do recognize the benefits of a more diverse AIG team for our students and are committed to implementing intentional recruitment strategies including a mentorship program between our existing AIG teachers and interested classroom teachers, collaborating with local universities who offer the Gifted Licensure courses, foster a welcoming and inclusive culture when diverse teachers feel valued, respected, and supported.

Our ABSS AIG Local PD is open and optional for all; however, we will continue focusing our efforts on training middle school teachers who teach advanced courses. Our Middle School AIG Specialists will provide focused coaching and support directly to these teachers, along with co-teaching and co-planning opportunities. Teachers who complete this professional development will be encouraged to take the Gifted Education Praxis to earn the AIG add-on licensure. We continue to seek ways to help fund this effort or reimburse those who earn their licensure through this pathway.

The AIG Department also helps advertise Gifted Education programs offered at Elon University, Duke University, and Western Carolina University. Information is regularly forwarded to school-based AIG teachers who then can share the information directly to classroom teachers. Western Carolina University also offers free summer sessions to classroom teachers to develop creativity in their students; this opportunity is also shared with AIG teachers as well as classroom teachers.

All applicants to ABSS must answer Job Specific Inventory questions, which include questions on meeting the academic needs of students. Principals also have access to interview questions that relate to meeting the needs of advanced learners, including academic, behavioral, and social/emotional.

**\* Practice F**

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

Providing focused professional learning opportunities to achieve equity and excellence in gifted education requires a multi-faceted approach that targets mindsets, policies, and practices. It is a goal of ABSS to continue our conference-style Professional Development during district required workdays in order for staff to be able to choose content and/or grade span specific sessions. Elementary, middle, and high school teachers have their own specific needs and challenges and need to be able to have opportunities to discuss equity and excellence with other grade alike and content alike peers. At the Elementary school, AIG teachers are available at each school to have targeted discussions with classroom teachers; however that is not the case in the secondary schools. While there are two MS AIG Specialists, their time and schedules do not allow for those types of discussions. However, they are available to share best practices during school-based PLCs on a rotating basis. At the high school level, there is targeted professional development for Honors, AP, and IB teachers as well as opportunities to learn from one another.

During district-wide monthly meetings, the AIG Program Coordinator annually reviews district AIG data with principals. AIG identification criteria is reviewed and discussions on how to best utilize the Portfolio Pathway are highlighted. District and school demographics are shared as well as the AIG Subgroup Growth data. NCDPI resources such as The Call to Action Guidebook 2.0 and guides that are specific to Multilingual, Twice Exceptional, and MTSS are also used to support these conversations. Principals are encouraged to analyze their data and identify their areas of strengths and weaknesses with their AIG teacher (for elementary schools) and school staff.

During the 2024-2025 school year, the AIG Program Coordinator partnered with the Blended Learning Specialist to provide a session to principals entitled "Elevating Black/African American Student Achievement." The book Underrepresented Gifted Students: Perspectives from the Field was utilized to present how implicit bias, culturally responsive teaching, and student agency may impact students on their campus. Donna Ford's "Characteristics of Black (African American) Students and Boykin's Afrocentric Cultural Styles" research was highlighted to give practical insight to black students and how they learn.

The Multilingual Department provides professional development opportunities regarding the "Culturally Responsive Classroom" and "Best Practices for Integrating ML Newcomers in Your Classroom." During the 2024-25 school year, the ML staff worked with several ABSS high schools to create an inclusive environment as well as sharing best practices for ML students. It is a goal of the ML Department to bring these types of PD opportunities to all of our schools, but will be targeting our high schools with high ML populations over the next year. These are available to all interested schools/staff, however, it is a goal to have the ML Department provide these types of PD specifically for the AIG staff in an effort to better serve our AIG multilingual students.

ABSS has semi-annual student support meetings in which multiple departments collaborate directly with school personnel. During these meetings, staff receive direct support and problem-solving resources to address newly identified trends or individual needs within the school regarding the successes and struggles in academics, SEL, and behavior.

Understanding equity and excellence in gifted education is important and will be included in the AIG staff overview presentation moving forward. By reframing our lens, we ensure that all students have an equitable opportunity to access gifted programs. We begin to change our mindsets, raise expectations, and begin the pathway toward equity and excellence. The following information will be included:

- Partnership with ML Department. to ensure communication
- Co-Teaching Services
- Use of Portfolio Pathway
- Recognizing giftedness in twice exceptional, ML students, etc.
- Use of the Naglieri General Abilities Test in Spring of 2nd grade
- Importance of teacher referrals and the use of talent pools

The AIG Department is also creating strategic professional development for K-2 teachers in regards to the K-2 Toolkit and Talent Development Tasks that will be used in conjunction with the Portfolio Pathway for Identification.

**\* 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.

The ABSS AIG Program Coordinator is part of the Curriculum and Professional Development Department which allows for the development of PD that incorporates the needs of gifted learners, such as social/emotional issues, differentiation, co-teaching strategies, best practices in honors/AP, etc. This collaboration is developed further with opportunities for the AIG Program Coordinator to present information on differentiation during district PLC meetings. The AIG Program Specialist will also continue to collaborate and plan with the Blended Learning Specialist on how we can combine our efforts regarding personalized learning.

The AIG Program Coordinator holds monthly meetings with AIG teachers. Time for AIG teachers to plan and collaborate as a PLC is often a part of these meetings. ABSS also has an AIG Shared Drive where AIG teachers can collaborate and share lesson ideas, educational articles, websites, lesson plans, and ideas for enrichment. Professional development will continue to be provided annually for AIG specialists aligned to their areas of need, with a focus on enriching and extending the standards and on future-ready skills. This professional development is organized by the AIG Program Coordinator each year. It is a goal that Curriculum Specialists and representatives from the EC and ML departments also provide sessions to help AIG teachers refine their practice.

Professional development is also offered to all ABSS teachers through Early Release PD Days and other PD offerings from the district. Teachers have the opportunity to both lead and participate in PD offerings that they select. AIG specialist teachers also have the opportunity to participate in district professional development initiatives such as Math Foundations, Data Literacy, STEM, Technology, etc. Additional professional development is offered through differentiated school frameworks. All professional development in ABSS is aligned to the NC Teacher Evaluation standards, the district strategic plan, and the district professional development framework to support best practices in gifted education and differentiation for all learners.

The AIG Program Coordinator is also available to provide staff development at the principal's request on topics such as the AIG Plan, Growth Mindset, Differentiation, Questioning Strategies, etc. The NCDPI "Booster Shots" are often utilized during these sessions.

AP teachers are given the opportunity to attend "AP Saturday" events throughout the school year. This PD allows AP teachers to analyze their Instructional Planning Reports from College Board, plan with administrators regarding scheduling issues, collaborate within their like subjects, and evaluate resources and materials. They are also given monthly opportunities to collaborate and share ideas during virtual AP PLCs.

The AIG Program Coordinator promotes attendance of the NCAGT Conference as well as other statewide offerings for gifted learners through the AIG website, monthly newsletter, and email to principals encouraging attendance for them as well as sending their classroom teachers. When available, funding for registration may be provided by the AIG Department.

Teachers who participate in the AIG Local Professional Development are expected to create a differentiated lesson plan aligned with the curriculum and standards that utilizes one or more of the instructional strategies they learned about. They are also expected to share their lesson with the other participants and reflect their ideas. These lessons are also archived and shared as lesson ideas for classroom teachers.

- \* Ideas for Strengthening the Standard**
- Reimburse ABSS AIG Local PD completers for the cost of the Gifted Education Praxis if they pass
  - Partner with nearby universities to receive coaching and support of teachers who want to pursue AIG Licensure
  - Develop webinars on how the AIG department is creating equity and excellence in the program

**Planned Sources of Evidence**

* ABSS AIG Local PD Canvas Course and Rosters of Completion,	
* ABSS Human Resource Records on AIG Licensed Staff,	
* AIG Teacher Meeting Agendas	

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

Standard 5: Partnerships

**Alamance-Burlington Schools (010) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

**Standard 5: Partnerships**

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

**\* Practice A**

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

- academic and intellectual
- social and emotional.

Alamance-Burlington acknowledges the need to be more intentional in establishing family relationships that support the needs of AIG students, with a focus on students from underrepresented populations. More intentional communication and collaboration with other district departments like Multilingual, Exceptional Children, and Student Support Services are goals in order to meet the diverse needs of our students. Moving beyond isolated efforts and establishing deliberate, structured, and ongoing interactions between the AIG program and these other departments will ensure a more holistic and coordinated approach to identifying and serving students with complex learning profiles.

It is important that our schools are able to clearly articulate the district's philosophy and commitment to gifted education during initial enrollment or identification processes. AIG teachers and other school staff are readily available at each school to address questions and concerns regarding the AIG program according to 89% of parents surveyed in the 2024-2025 school year. According to the same survey, 89% of parents feel comfortable communicating with the AIG teacher about their child's needs and 70% agree that they have had sufficient communication with the AIG teacher. It is a goal for this plan cycle that our AIG teachers actively seek parental perspectives on their child's strengths, interests, learning styles, and any unique challenges they may be facing at home. Developing these personal relationships with students and parents is important so parents can feel heard and supported regarding their child's academic and social needs.

To establish a foundation of open communication, we provide accessible and easy-to-understand information about our AIG program. The complete AIG plan, an informational parent brochure, AIG personnel, informational presentations, as well as other information regarding the AIG program are posted on the district AIG website. AIG teachers also have individual websites where they post information about the AIG program. The AIG department also sends monthly AIG newsletters to school administrators, teachers, and families that includes upcoming testing information, AIG events, and other AIG news. The complete AIG plan and parent brochure are translated into Spanish and posted on the district AIG website, and all AIG paperwork and informational letters will continue to be translated into Spanish.

In order to create opportunities for dialogue with parents, students, and other stakeholders, informational meetings regarding the AIG program are held annually. AIG teachers in elementary and middle school invite AIG parents to an informational/DEP meeting at the beginning of each school year, and they meet with families of newly identified students in the spring of each year to inform parents of service options available to AIG students. AIG students K-5 receive a progress report each nine weeks that includes a student goal-setting section as well as self-reflection. Parents may request a conference with the AIG teacher at their school anytime they have a concern regarding their child's academic, social, or emotional needs.

Parent/staff AIG informational meetings, parent DEP meetings, AIG school committee meetings, AIG Advisory Board meetings, email communication, and parent letters regarding referrals, testing, and advanced learning opportunities are some of the avenues in which appropriate services and information is communicated. Utilizing these regular and varied communication channels assists in establishing consistent communication.

During the 2025-2026 school year, more opportunities will be facilitated for families to gain a better understanding of the AIG Program and Services available in ABSS. In order to improve relationships with underrepresented families, zonal meetings will be held to increase parental understanding of how ABSS will meet student academic and social/emotional needs and a translator will be present. Reaching out to local churches and community organizations to host these meetings will be one way to reach our families who may have cultural or language barriers. Additional extra curricular enrichment opportunities for secondary students will provide outlets to engage families and AIG students, allowing them to showcase their interests and talents. Alamance Impact is a community health foundation that supports "creating a healthier, smarter, stronger Alamance County." They host monthly meetings for parents and invite members from ABSS to speak about school issues and initiatives. It is a goal that our AIG program be highlighted at one of these sessions in order to raise awareness about the AIG program and its benefits within the broader community.

The AIG Program Coordinator creates a monthly parent newsletter that includes district information, important dates and events, and resources for parents. This newsletter is shared with the elementary AIG Teachers who then add specific information regarding their school and what is happening in the AIG classroom that month. The AIG teachers then send out the newsletter electronically to parents via email and/or Class Dojo. There is also a middle school version of this newsletter that the MS AIG Specialists add information too and then is sent directly to parents of AIG students via email. Information about Credit by Demonstrated Mastery, Math Course Acceleration Pathway, and other advanced learner opportunities are also shared through this communication channel.

Each school has an AIG committee comprised of, at minimum, an administrator, counselor, classroom teachers, and the AIG teacher at the school. We also suggest that the committee also includes an ML and/or EC teacher to provide insight and support for those underrepresented students. This committee works together not only to screen and identify gifted students, but to write support plans for at-risk AIG students that support their academic, social, and emotional needs. These plans will be created with parent input in order to support our AIG students.

Electronic surveys regarding the AIG program and services are sent to identified students, their parents/guardians, all teachers, and all administrators every three years to elicit feedback to guide the writing of the AIG plan. Surveys are also sent to school administrators annually to receive feedback on how we can better support the AIG students in their schools.

A Parent Advisory Group was formed to increase advocacy and involvement from interested parents. These quarterly meetings are either held virtually through Google Meet or face-to-face during evening hours so more parents/guardians can attend after work. When the opportunity arises to join forces with other district functions like the ABSS Family University nights, the AIG department hosts information sessions or Advisory Board meetings in conjunction. To garner more involvement, dinner is provided as well as a chance to meet with the Superintendent. Parents can choose from a multitude of sessions and attend two based on their needs and interests. Calendar invites are sent directly to current members, and AIG teachers send out invitations to their AIG parents/guardians to garner more involvement. The Advisory Board provides input on the AIG Plan Revision as well as discusses ways to improve communication, service, and partnerships.

It is a goal to form a Student Advisory Group with representatives from each school to allow them to share concerns and successes in their gifted program. This will help us identify barriers, inconsistencies, and ideas we need to replicate.

Through the AIG Regional Coordinators' meetings, collaboration with nearby districts has been helpful as we have been able to share ideas and strategies to bring in family involvement and engagement.

**\* Practice B**

Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and support the local AIG program and services.

The AIG department communicates with teachers, administrators, and other district personnel at face to face meetings, through email, ABSS Curriculum Newsletters, AIG Newsletters, and the AIG Website. Through the ABSS AIG Newsletter, information is shared such as Teacher Spotlight on our AIG teachers, Good News regarding our AIG Students, and news from NCAGT and NAGC is shared. ABSS will continue to explore other avenues of communication with stakeholders.

The AIG Department showcases AIG student achievements in various ways. Many times students are recognized at the local school board meeting for accolades such as acceptance into Governor's School; winners of various district competitions such as Science Fair, Battle of the Books, Science Olympiad, etc.; students who placed in local writing contests. These types of achievements are also showcased in our weekly district ABSS Shout-outs as well as published in our ABSS AIG Newsletter. Class projects and competitions are also highlighted in the ABSS AIG Newsletter and on our AIG website.

The AIG department has an intentional partnership with the NC Association of Gifted and Talented. The AIG Program Coordinator is a member as well as a former member of the Board of Directors. The majority of the ABSS AIG teachers are also members of this organization. Due to this partnership, AIG teachers are able to attend Professional Development offerings throughout the year, including the annual conference, PLCs, and book studies. Many of our AIG teachers have submitted mini-grant requests and have been awarded funding to go directly towards their students' needs in the classroom. Several of our AIG students have also been awarded scholarships in the area of the arts and creativity.

Alamance Community College (ACC) provides ABSS with a partnership to enhance our local programming efforts.

- Provides a partnership with ABSS to offer dual enrollment courses in the Career and College Promise program, which allows North Carolina high school students a clear path to success in college or in a career. The program is tuition-free to all students who meet the eligibility requirements.
- Career Accelerated Program (CAP) is a partnership between industry, ABSS, and ACC that offers an apprenticeship program, and paid tuition toward an associate's degree in Mechatronics Engineering Technology, with a job guarantee upon completion of the program.
- Pre-Collegiate Academy is a partnership with ACC that will allow ABSS high school students to take college courses in their junior and senior years. The program is designed to fast-track students to their collegiate experience by allowing them to complete the majority of high school courses during the 9th- and 10th-grade years, and then matriculating to Alamance Community College to take classes there and at Graham their junior and senior year.
- The ABSS Early College @ ACC is a cooperative innovative high school whose goal is to produce high school graduates with two years of college credit-earning an Associate's degree, a diploma and/or a certificate. All ABSS students can apply.

ABSS has a long-standing partnership with Elon University.

- For over 10 years, Elon hosted a summer Honors Institute for talented and motivated high school students. They have now developed a new program for our high school students, the Freedom Scholars Program. In partnership with the Teagle Foundation's "Knowledge for Freedom" initiative, this free program is tailored for local high school students from underserved populations who want to attend college and be difference makers in their communities. Fifteen talented and promising rising civic leaders will join the program in summer 2022 and participate in a two-week, intensive, residential experience with monthly programming throughout the academic year. During that time, Freedom Scholars will work collaboratively with a civic-leader mentor, whose expertise in the Freedom Scholar's area of interest will help deepen and shape their understanding of some of the complex challenges they must address in their battle against the barriers holding back their communities' progress.
- FLEX Camp for gifted ABSS students in grades 3-8; this week-long, summer, day camp offers students the opportunity to participate in engaging lessons with varying topics of interest.
- The Alamance Scholars Program is a partnership between Elon University, Alamance Community College (ACC), and Alamance-Burlington School System (ABSS). Students attend ACC and Elon University to earn both an Associate's and Bachelor's degree to become a PK-12 teacher and is designed to support students who are pursuing a teaching career and returning to our community upon college graduation.
- During the 2019-20 school year, ABSS and Guilford County Schools entered into a partnership with Elon University to help us create valid and reliable Performance Tasks. These Performance Tasks were developed and both counties completed a pilot year; with the help of Elon University we were able to calibrate the reliability and validity of our task items and then make necessary changes in order to implement them into our AIG Identification Criteria. ABSS currently uses these Performance Tasks for students who are within three points of qualifying. During the 2022-23 school year, we will also use them in our Portfolio Pathway.

- Collegiate Start@Elon is a dual enrollment program designed to provide high school seniors with the opportunity to simultaneously enroll in both high school and college courses, and receive dual high school and college credit. Students are eligible to take up to two college-level courses each fall and spring academic semester.

- The Elon Academy is a non-profit college access and success program for academically promising high school students in Alamance County with a financial need and/or no family history of college. The Academy includes three consecutive summer residential experiences prior to the sophomore, junior and senior years, as well as year-round Saturday programs for students and families

Impact Alamance provides funding for several Alamance County initiatives, including ABSS.

- Impact Alamance helped fund the Summer Symposium for ABSS school teams for during the summer of 2019 as well as our virtual conference of summer of 2021. This funding helped us bring in John Antonetti as our main speaker and pay teacher stipends for attending Professional Development during the summer.
- The ABSS Teacher Leadership Academy began in 2016 with Impact Alamance at the helm of community partners. The purpose of the Teacher Leadership Academy is to further the ABSS strategic goals of recognizing and developing emerging teacher leaders. During this nine-month program, candidates spend full days visiting locations throughout Alamance County to learn about the key tenets of the ABSS strategic plan.
- In 2016, Impact Alamance provided a \$20,000 Teacher Leadership Creativity grant to teachers at Eastlawn Elementary in order to create a garden at the school. This outdoor classroom is a way to engage the community as well as students as they learn about the importance of vegetables for health and the impact community gardens can make.

LabCorp is a clinical laboratory network headquartered in Burlington, NC. Labcorp has supported ABSS in many initiatives across the Alamance-Burlington School System.

- Provides research and biomedical technicians as Science Fair judges
- Provides educational opportunities such as information sessions, career opportunities, and many other things of interest for our ABSS students
- Provides financial support for professional development, school improvement, student opportunities, and other ABSS needs.

Other partnerships include Donors Choose and Alpha Delta Kappa Educational Sorority. Both of these have provided grants and funding to purchase digital resources as well as hands-on materials for our AIG classrooms.

**\* 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.

Stakeholder input for the writing of this plan was solicited through surveys, meetings, and through an AIG Advisory board, proactive and intentional focus on recruiting members who reflect the diverse demographics of the Alamance-Burlington community. Parents, teachers, administrators from all school zones (elementary and secondary), and district personnel were invited to be a part of the ABSS AIG Advisory Board.

The ABSS AIG advisory board is currently comprised of multiple stakeholders including district leaders, school administrators from both Title 1 and Non-Title 1 schools, parents, classroom teachers, AIG teachers, Curriculum specialists, EC program specialists, the ML Director, an ML Program Specialist, members of the MTSS District Implementation Team, Student Support Leads for Elementary and Secondary schools, and school-based counselors. The inclusion of the ML and EC representation ensures that the perspectives and needs of multilingual learners and students with disabilities are central to the advisory board's work.

The involvement of Title 1 school administrators and teachers further brings in the experiences of those working with students from lower socioeconomic backgrounds. Inviting stakeholders from both elementary and secondary schools, as well as different geographic zones within the district, ensures a broad range of perspectives and experiences are considered. Under the guidance of the AIG Program Specialist, they used AIG stakeholder survey data, the 2019-2022 ABSS AIG Plan, and resources from DPI to complete a district AIG "self-assessment." Their self-assessment of our AIG program, feedback, and suggestions were integral in the writing of this AIG Plan.

A Parent Advisory Committee was established in 2018 and has continued to meet yearly; not only did they assist with the plan writing, but have generated additional ways to communicate with parents. During non-plan-writing years, this group continues to meet at least twice a year to assist in the monitoring of the implementation and effectiveness of the plan: more specifically, the communication and service happening in their schools. Efforts to ensure diverse parent representation in this committee mirrored those of the Advisory Board, including targeted outreach and accessible meeting formats. Each year at the beginning of the school year, AIG teachers send a personal invitation to every parent of AIG students at their school to garner more participation. During this plan-writing-year, we have met four times: once during the fall in conjunction with Family University and the remaining meets were held virtually to help meet the needs of schedules. During these meetings we met to discuss specific changes in identification, the need for a more parent-friendly AIG Plan, Survey data, and finally to review the draft 2022-2025 AIG Plan.

During this plan writing year, feedback on one standard was solicited from the AIG Advisory Board and the Parent Advisory Group through Google Docs, where members could edit, add comments, or make suggestions directly on the document each month. This allowed for monthly "virtual" meetings to take place and let participants work at their own pace, further enabling participation from individuals with diverse schedules and circumstances..

The AIG Advisory Board will also continue to meet at least twice annually to receive AIG updates and to provide feedback for continuous implementation and improvement of the local AIG plan. Ongoing recruitment strategies will prioritize maintaining and expanding the diverse representation of the board. In order to establish a more cohesive, functioning Advisory Board, we will create a two-year membership cycle for parents, school administrators, teachers and counselors. District staff will need to provide support each year as we implement, rethink, and rewrite our AIG Plan every three years.

**\* Practice D**

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

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

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

The entire 2025-2028 AIG plan will be translated into Spanish and will be posted on both the AIG district website. Parents can request additional languages if the need arises. According to our 2024-2025 survey data, communication is an area that has improved: 90% of administrators, 71% of teachers, and 78% of parents surveyed are aware that the district has a board approved AIG plan; 76% of administrators, 68% of teachers, and 43% of parents surveyed are aware of North Carolina's gifted law, Article 9B. While communication regarding the ABSS AIG Plan and related policies has improved from the last time stakeholders were surveyed, it is clear that we still have room for growth in how we inform our community about our program.

AIG Plan and Programming Information will be available through a variety of approaches for our parents and community:

- An AIG Plan presentation
  - Will include an outline of the AIG Plan standards and policies
  - Will include a glossary of acronyms and terms for consistent understanding of vocabulary used
  - will be held during zonal meetings and/or school open houses



- will be made available on the AIG website.

- AIG K-12 Referral letter and process will be located on the AIG website in English and in Spanish; all K-12 families will receive a digital copy via email/remind/Class Dojo or a hard copy will be sent home
- Sweep Screen information will also be available on the AIG website in English and in Spanish; a hard copy will be sent home with families of the students participating in this process (2nd grade)
- AIG Parent Brochure will be available on the AIG website in English and in Spanish; printed copies will be available at each school.
- All AIG paperwork, including Eligibility Profiles and parent notification letters, will be available and sent home in English and Spanish.
- AIG Newsletters will be posted on the AIG Website

Contact information for the K-12 Advanced Learners Program Coordinator is located on the ABSS AIG Website. Parents can contact the AIG Coordinator via office phone, cell phone, or email. Conferences can be arranged if needed. Email information for all AIG Teachers are also located on the AIG Website along with the schools they are assigned. Translators at individual schools assist with conferences and dissemination of information both orally and in written form as requested by the AIG specialist teacher at each school.

The ABSS High School Course Fair is held annually to provide information about programs offered for all high school students through the Alamance Burlington School System. Advertising for this event is extensive; 8th graders get an invitation with the information; K-12 families receive ConnectEd calls and/or emails; information is posted through the ABSS Social Media pages on Facebook and Twitter; and information is shared via local news outlets. Representatives answer questions about and explain the International Baccalaureate program, Fire Academy, EMT Academy, Biotechnology Pathway, Early College at Alamance Community College, Pre-Collegiate Academy, Career and Technical Education options, dual enrollment options with ACC and Elon University, and virtual classes The AIG Program Coordinator is also present to provide information on advanced learning opportunities for students such as Governor's School and Summer Ventures, Advanced Placement Courses, and Credit by Demonstrated Mastery. This is a perfect time to share this information with families as it is usually held during the first week of October. Translators are available to help families here and also at High School Registration Fairs to assist with the registration process.

Communication is ongoing in our schools and across the district. ABSS utilizes social media platforms, local news outlets, ConnectEd calls/emails, fliers, handouts, etc. to make information available for families regarding school events, extra-curricular activities and opportunities, summer programs, and student accolades. The AIG Department follows this pattern when holding student and/or parent information nights in order to ensure access to opportunities for all students.

**\* Ideas for Strengthening the Standard**

- Create a district-wide AIG Student Advisory Group
- Develop additional community partnerships to help with funding, mentorships, and other AIG related needs
- Additional attempts to recruit more AIG advisory board members that reflect the demographics of our district

**Planned Sources of Evidence**

\* ABSS AIG Newsletters, ABSS AIG Remind App posts, AIG Progress Reports, AIG Zonal Meeting Schedule and Agendas, Parent Advisory Meeting Agendas, AIG Advisory Board Agendas, ABSS

\* ABSS AIG Plan on website in both English and Spanish, ABSS AIG Parent Brochure,

\* AIG Paperwork in English and Spanish

Type	Documents	Document Template	Document/Link
------	-----------	-------------------	---------------

AIG Standard 5 Additional Resources		N/A	
-------------------------------------	--	-----	--

Standard 6: Program Accountability

**Alamance-Burlington Schools (010) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

**Standard 6: Program Accountability**

*The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the diverse academic, intellectual, social, and emotional needs of gifted learners.*

**\* Practice A**

Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. §115C-150.5-.8 {Article 9B}), based on a comprehensive program evaluation. This Local AIG Plan has been approved by the local board of education and sent to SBE/DPI for review and comment.

In August 1996 the North Carolina General Assembly passed new legislation addressing the education of gifted children. Article 9B, part of Chapter 115 of the North Carolina General Statutes requires each Local Education Agency (LEA) to develop a three-year local plan designed to identify and establish a procedure for providing appropriate educational services to academically or intellectually gifted students. The plan is approved by the local Board of Education and submitted to the State Board of Education for review and comments.

Our 2025-2028 local AIG plan was developed in accordance with NC AIG Program Standards under the leadership of Angelique Reed, AIG Program Coordinator. An AIG Advisory board comprised of parents of AIG students, teachers, school administrators, district leaders, curriculum specialists, MTSS District Implementation Team, and EC program specialists, and the Director of Services for ML were a part of the team that suggested changes and updated the local AIG plan. Feedback was gathered in the form of online surveys, various planning meetings, and through Google Docs for online collaboration opportunities.

The ABSS AIG plan addresses the six standards and multiple practices of the North Carolina AIG Program Standards. Since the AIG Standards address the whole child, the needs of the AIG students are best served when the written AIG plan is aligned with the NC AIG standards. The 2025-2028 AIG Plan continues to give direction to create, facilitate, and initiate many educational opportunities for highly capable students through acceleration, enrichment, and continuous motivation by providing an array of service delivery options to meet the diversity of students' needs. The AIG plan outlines the identification process, service options, and delivery of services for AIG students in grades K-12 (formally and informally identified).

The AIG Coordinator regularly attends regional AIG meetings and attends the annual State AIG Coordinators' Institute to receive updates and support on plan development and improvement. The AIG Department makes changes to the plan and updates the local school board as needed.

To help meet the needs of AIG identified students, the AIG program and plan will continue to be reviewed and revised. Regular monitoring of the AIG Program and its implementation will help to ensure that identified students continue to receive appropriate academic services. Data from several sources will be examined and analyzed to aid in program improvement. The AIG department will gather and evaluate the following data for the purpose of decision-making and planning:

- 2nd grade Naglieri screening data
- K-8 Iowa and CogAT Assessment data
- Portfolio Pathway data
- Performance Task data
- Survey responses
- Advanced Placement Reports
- Student growth data from the Director of Testing and Accountability
- Standardized Test Data (K-12)

In addition:

- Elementary and Middle School AIG Teachers will continue to discuss the AIG plan and give suggestions for improvement at monthly meetings.
- The AIG Program Coordinator will attend regional meetings several times a year to discuss the various standards and practices with other coordinators and share information and ideas for improvement. Articles and books are often suggested at these meetings that assist in continuous program improvement.
- AIG students, parents/guardians, teachers, and administrators will be surveyed annually. Feedback from all stakeholders on a consistent basis will strengthen the AIG program.
- The AIG Advisory Board will meet at least two times each year to evaluate the effectiveness of the AIG program and make changes as necessary to the AIG Plan, with Board Approval.

**\* 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.

The AIG Program Coordinator, the Chief Academic Officer, and the AIG Advisory Board will work together to monitor the implementation of the AIG program and plan. The Advisory Board will continue to have representation from multiple stakeholders and from each school zone and will meet at least twice a year. AIG stakeholder surveys will be posted on the ABSS AIG district website and on AIG teacher webpages, and they will be sent out to school personnel, students, and parents annually to elicit ongoing feedback about the implementation of the AIG program. Approval of the AIG Plan by the ABSS Board of Education is required before implementation of the plan can occur.

The AIG Program Coordinator will monitor the writing, reviewing, and notification to parents of AIG students' DEPs in PowerSchool. The AIG Program Coordinator will also have an annual audit of newly created AIG records to ensure fidelity and consistency in identification procedures across the district. AIG teachers will review AIG records at their school and verify their headcounts with the AIG Program Coordinator in the fall and spring of each school year.

The AIG Program Coordinator will conduct an audit to ensure that our students are being properly placed and in accordance with the Senate Bill 500, more commonly known as the Advanced Math Bill. Students who earn a Level 5 on the Math EOG/EOC are automatically placed in the next level advanced course and all 7th graders who earn a level 5 will be placed in Math 1. This audit will be in conjunction with the state audit process.

Informal evaluations also take place through monthly meetings of the elementary and middle school AIG teachers. By meeting periodically, those involved in the implementation of the program will be able to assess progress continuously and make suggestions related to program design and implementation. The AIG Program Coordinator also monitors the implementation of the plan through school visits and through communication with school administrators.

Each year, the AIG department will report our progress with the implementation of the 2025-2028 AIG Plan to all relevant stakeholders. This report will include AIG demographic data, AIG Local Professional Development data (number of participants, those who complete and pass the Praxis, etc.), and AIG subgroup growth data.

Each district is required by DPI to submit an AIG Plan Interim Report during the second year of the plan cycle to reflect on the progress and implementation of the plan. The implementation of the AIG plan is also monitored through a three-year summative evaluation as mandated by the state. Annually, student identification and placement, student services and options, and student achievement resulting from these services, are reviewed.

**\* 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.

<p>State funds that are allotted for the local AIG program, according to state policy, will continue to be monitored. The AIG Program Coordinator will work with the Chief Academic Officer as well as the district Finance Officer to develop a budget which aligns with the local AIG Plan.</p> <p>The majority of the state AIG funds are used for AIG teachers' salaries. Any remaining funds, including local funds, are used primarily for purchasing and scoring assessments used to identify AIG students along with instructional resources and materials that aid in the implementation of the AIG plan. The AIG budget also funds Governor School Tuition for ABSS students who are selected.</p> <p>The AIG Program Coordinator works with the Chief Academic Officer on creating and updating a budget spreadsheet with annual line items and any necessary increases for the next year.</p> <p>The AIG Program Coordinator will continue to advocate for additional funding through other sources to meet the needs of the AIG program and its learners as well as apply for grants to support the AIG program and teachers.</p>
<p><b>* Practice D</b>  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.</p> <p>The AIG department's commitment to using the collected data to inform decisions on programming changes and improvements ensures that practices are continuously evaluated and refined based on evidence of student outcomes. The data will highlight what aspects of the AIG program are successful and where there are areas needing attention or improvement, particularly in relation to equity and access for all gifted learners. The addition of AIG students as a subgroup for the state accountability model has been a catalyst for more thorough AIG data analysis.</p> <p>An AIG Data Dashboard has been created and will be updated annually to reflect our AIG population, including a breakdown of AIG in grade levels, racial, and gender demographics. Additional information will be gathered and posted such as the number of students participating in our Advanced Placement Courses, AP Capstone, International Baccalaureate, dual enrollment, college acceptance, and scholarship information. This will be posted on our AIG website as well as sent out during our district AIG Back-to-School Newsletter. Having readily available data on college acceptance and scholarship information for AIG students can serve as powerful evidence of the program's impact and can be used to advocate for continued or enhanced support for gifted education.</p> <p>The inclusion of AIG as a subgroup in state accountability and the creation of the AIG Data Dashboard will raise awareness among all stakeholders (teachers, administrators, parents, and the wider community) about the specific performance and growth of gifted learners. This visibility can challenge the misconception that gifted students will always succeed without targeted support. Analysis of the AIG Data Dashboard, particularly the demographic breakdown and participation in advanced coursework, can inform policies related to resource allocation. If certain subgroups are underrepresented in advanced programs, policies can be implemented to address barriers to access and provide targeted support or outreach.</p> <p>The ABSS Accountability, Research, and Evaluation Division will disaggregate data on AIG student performance and growth on End of Grade testing as requested by the AIG department. AIG elementary and middle school specialists will receive AIG growth data for their individual schools at the beginning of each school year. The Accountability Division will be asked to meet with AIG specialists at the beginning of the school year to discuss EOG data and to explain how to interpret the data. Sharing growth data with elementary and middle school specialists early in the year encourages a proactive mindset towards identifying students who may need additional support before significant achievement gaps emerge. Benchmark test data will also be made available with the AIG department throughout the year. The AIG department will use this data to inform decisions on programming changes and improvements that respond to student needs. Disaggregating data by race, gender, and potentially socioeconomic status within the AIG population will reveal any existing equity gaps in identification, participation in advanced coursework, achievement, and post-secondary outcomes. This concrete data can shift mindsets from a general understanding of giftedness to a more nuanced awareness of potential disparities within the gifted population itself.</p> <p>AIG teachers will also share AIG data with classroom teachers of AIG students, fostering a collaborative approach to understanding individual student needs and tailoring instructional practices to ensure both challenge and support. The data will be reviewed and conferences held with parents/guardians of AIG students when additional support is merited, ensuring that interventions are personalized and responsive to individual student needs. Support plans may be</p>

written if an AIG student doesn't make expected progress or growth. The policy of creating support plans for AIG students not making expected progress, informed by the disaggregated EOG and benchmark data, ensures a systematic and data-driven approach to intervention.

The Accountability Division directly shares EOC data with high schools. A list of AIG students who score below a Level 3 on EOCs in English and/or math will be created by the AIG Program Specialist. It will be shared with high school counselors and high school AIG contact teachers so that intervention strategies may be generated and implemented when necessary. A list of students who scored a Level 5 on EOCs will also be shared with high school counselors in September to help with the selection of Governor's School nominees. Sharing EOC data with high school counselors and AIG contacts directly informs policies and practices related to providing timely interventions for underperforming gifted students and identifying potential nominees for prestigious programs like NC Governor's School.

AP coordinators at each high school have direct access to data from the College Board regarding Advanced Placement participation and performance to inform instruction and support. The Chief Secondary Officer shares district AP data with high school principals that reflects any increases or decreases in student exam scores and participation in AP Courses. This information is used to make changes to their existing AP Programming. The use of College Board data by AP coordinators and the sharing of district AP data with principals directly informs policies and practices related to AP course offerings, student recruitment, and instructional support to improve both participation and performance.

Annual dropout data for AIG students will be requested by the AIG Program Coordinator to our high school Dropout Prevention Counselors prior to summer break. It is a goal for the AIG department to work collaboratively with counselors to implement strategies that prevent this path. The collection of annual dropout data for AIG students can inform the development and implementation of targeted policies and interventions aimed at preventing gifted students from dropping out of high school.

**\* 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.

The AIG Program Coordinator regularly pulls AIG demographic data from PowerSchool to monitor the AIG population information. This practice will continue as we transition to Infinite Campus. AIG demographic data is shared with the AIG advisory board as well as with AIG teachers. Demographic data is a catalyst for discussion on how underrepresented populations are referred and identified. Based on our district's demographic data, the AIG department has formulated a plan to informally identify students who are achieving at substantially high levels when compared to their peers in our Title 1 elementary schools. Growth data on all subgroups must be disaggregated by the Accountability, Research, and Evaluation Division.

In addition to having our AIG students labeled in our student information system and completing the fall and spring headcount, ABSS has a centralized digital database with consistent data entry protocols and regular audits for completeness and accuracy. Student demographics as available to AIG teachers (race, ethnicity, socioeconomic status, language proficiency, disability status), referral source, reasons for referral, evidence/observations cited and type of services provided are housed in the ABSS AIG Shared Drive; the AIG Program Coordinator and school-based AIG teachers maintain and update data as needed and are able to share school spreadsheets with administrators and counselors. Records of universal screening scores, standardized test results, performance tasks, portfolios, teacher/parent rating scales, and other local screening data are also housed in our AIG Shared Drive and accessible by AIG teachers for reference.

Referral data is recorded on our ABSS Student Eligibility Profiles. The AIG Program Coordinator collects this data so it can be analyzed, such as the number of parent and teacher referrals, a breakdown of demographic information for referrals, and identification numbers of referrals. This information will help us monitor who is being referred and how we can better inform parents and teachers of the process.

Longitudinal tracking of student participation in AIG services, systematic collection of exit reasons, analysis of academic outcomes for former participants is also maintained by the AIG Program Coordinator. Understanding why parents request an exit or why a student leaves ABSS is important in the evaluation of our program and services.

The AIG Program Coordinator recognizes the importance of monitoring the representation and retention of underrepresented populations and will work with the Accountability Division to have access to that data to inform decision-making in regards to increased representation of underserved populations. Similarly, the AIG department will increase collaboration with the ML and EC departments to ensure that we are adequately monitoring the participation of these subgroups in AIG programming. AIG teachers will collaborate with ML and EC Teachers to gain a better understanding of how to foster growth in these populations.

**\* 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.

Alamance-Burlington actively maintains data on the credentials and training of personnel serving AIG students and strategically utilizes this information to support the goals and strategies outlined in the Local AIG Plan, particularly in ensuring qualified educators are working with gifted learners across all grade levels and in advanced programs.

Current data is maintained regarding the credentials of AIG specialists serving AIG students. All AIG teachers in elementary and middle schools have an AIG teaching license or are working towards licensure. It is a goal that all classroom teachers who teach AIG students will have AIG licensure or complete local AIG professional development training. ABSS began a local online AIG professional development training open to any ABSS employee in the fall of 2013. Since then, 200 teachers have completed that training and have received ABSS certificates of completion.

All high school honors teachers must complete the Honors Audit process by submitting the Development/Evaluation Tool to the K-12 Advanced Learners Coordinator. Every three years, teachers must reflect on their practices, ensuring that our honors students are receiving the appropriate rigor and challenge an honors course should offer.

Any course that a school labels Advanced Placement or "AP" must receive authorization through the AP Course Audit through CollegeBoard, which confirms teacher awareness of course scope and occasional exam changes, and ensures that confidential practice exams and other resources are only accessible to real AP teachers verified by a school administrator. Advanced Placement teachers are expected to attend an AP Summer Institute for the course or courses they are teaching. The AIG Program Coordinator maintains and updates the list of APSI Trained teachers each year. Our relationship with the NC AP Partnership allows for ABSS to send several AP teachers to these Summer Institutes with tuition waivers. Additional training throughout the year is taken advantage of when offered by the NCAPP. As the list of AP teachers in the district is often fluid, it is important to maintain accurate records to ensure our teachers are receiving the necessary training. Attendance is also kept for monthly AP PLCs and our AP Saturday Training Events. These lists are also shared with high school principals to keep them abreast of who is participating in these optional training sessions throughout the year. Similarly, our International Baccalaureate teachers must obtain an IB Educator Certificate through professional learning opportunities provided by IB International.

A report of current AIG licensed teachers is obtained from the ABSS personnel office each year. At the time of writing the plan during the 2024-25 school year, ABSS had 85 AIG licensed employees who worked in the following capacities: 9 district level employees, 7 school administrators, 3 intervention teachers, 3 testing coordinators, 1 ML teacher, 4 EC teachers, 2 counselors, 1 media coordinator, 19 AIG teachers, and 37 classroom and/or special programs teachers.

ABSS will continue to provide professional development for teachers of AIG students who have not obtained an AIG license. Records will be kept to keep track of who has participated in this training and will be distributed to the area principals. AIG teachers at each school will be given a list of teachers who have their licensure or who have completed the local AIG PD for additional collaboration opportunities. AIG teachers will be alerted when teachers at their school are signed up for the AIG PD so that they can give them support through the course. Information regarding AIG licensure programs will be shared with all principals and their faculties. Cluster grouping of AIG students in elementary and middle schools with an AIG certified teacher is essential. Research indicates that AIG students grow academically when enrolled in a classroom with other AIG students. Instruction from a licensed AIG teacher who understands the characteristics of the gifted, effective differentiation practices, and the social/emotional issues of the gifted, also encourages student growth. The AIG Program Coordinator will continue to work with school administrators to ensure this practice occurs.

**\* 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.

Electronic surveys regarding the AIG program and services are sent to identified students, their parents/guardians, all teachers, and all administrators every three years to elicit feedback to guide the writing of the AIG plan. Surveys are also sent to school administrators annually to receive feedback on how we can better support the AIG students in their schools. These surveys are analyzed by the AIG Program Coordinator for trends in areas that need improvement or that need to be showcased. This information is then highlighted and shared with AIG Advisory and Parent Advisory groups as well as AIG teachers to discuss ideas and strategies that should be implemented or revisited.

The AIG Program Coordinator meets monthly with AIG teachers who have the opportunity to share concerns and exchange ideas to help improve the AIG program and services. These meetings provide a direct and consistent channel for AIG teachers, who are on the front lines of program implementation, to communicate directly with the Program Coordinator. This ensures that their experiences, observations, and concerns are heard and addressed by the program leader. Monthly meetings allow for timely feedback on current program initiatives, policies, and challenges. This quick feedback loop enables the Coordinator to make necessary adjustments and address issues proactively, rather than waiting for formal evaluations.

A Parent Advisory Group was formed to increase advocacy and involvement from interested parents. These quarterly meetings are either held virtually through Google Meet or face-to-face during evening hours so more parents/guardians can attend after work. When the opportunity arises to join forces with other district functions like the ABSS Family University nights, the AIG department hosts information sessions or Advisory Board meetings in conjunction. To garner more involvement, dinner is provided as well as a chance to meet with the Superintendent. Parents can choose from a multitude of sessions and attend two based on their needs and interests. Calendar invites are sent directly to current members, and AIG teachers send out invitations to their AIG parents/guardians to garner more involvement. The Advisory Board provides input on the AIG Plan Revision as well as discusses ways to improve communication, service, and partnerships.

It is a goal to form a Student Advisory Group with representatives from each school to allow them to share concerns and successes in their gifted program. This would provide authentic and firsthand insights that might not be captured through other means and help us identify barriers, inconsistencies, and ideas we need to replicate. Students would have the opportunity to articulate specific challenges and obstacles they face within the program, whether academic, social-emotional, or related to program implementation. Having representatives from each school allows for the identification of variations in program delivery, resources, or support across different school sites. This can help ensure a more equitable and consistent experience for all AIG students in the district.

Through the AIG Regional Coordinators' meetings, collaboration with nearby districts has been helpful as we have been able to share ideas and strategies to bring in family involvement and engagement. Neighboring districts often face similar challenges in engaging families of gifted learners, particularly those from underrepresented populations. However, they may have experimented with different strategies, some of which have proven more successful than others. Sharing these experiences can save time and resources by learning from both successes and failures. These meetings foster a network of professionals dedicated to gifted education, providing ongoing support and a sounding board for challenges and new initiatives.

**\* Practice H**

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

Data from the local AIG program will be shared in the following ways:

- The AIG Plan will continue to be posted on the district website and on AIG teacher webpages in English and in Spanish
- AIG program evaluation data and AIG demographic data will be shared on the AIG district website
- Information and data will be shared at AIG Advisory Board Meetings and AIG specialist teacher meetings, including AIG demographic data and headcount numbers at each school



- Survey data will be analyzed and both positive and negative trends will be highlighted and shared with the ABSS Board of Education during the AIG Plan Review presentation
  - AIG Subgroup Accountability Data is public record and can be accessed on school report cards
  - The AIG Data Dashboard will be updated in the fall and spring each school year
  - The AIG Plan Overview will be shared with the ABSS Board of Education, posted on the AIG Website, and copies will be made available at each school
- The AIG department will continue to investigate other ways to share AIG program evaluation data with stakeholders.

**\* Practice 1**

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.

The ABSS AIG Department recognizes the need for clear policies, procedures, and practices within the district to ensure informed decisions are being made on behalf of each student.

Informational letters are sent home to parents/guardians of those students in the 2nd grade who will participate in the Abilities Testing sweep screen. An explanation of the test and what it may mean towards AIG identification is included.

Parents/guardians of students in kindergarten through eleventh grade receive a letter at the first parent-teacher conference or in the first report card regarding AIG referral information.

Permission to test forms are sent to parents/guardians before formal assessments for possible AIG identification are administered. Parents/guardians grant permission for the child to participate in the AIG program and sign and date the student profile form. Parents/guardians of students who are tested for possible AIG identification are also given a copy of our due process procedures that safeguard the rights of families.

AIG teachers analyze initial AIG testing results and discuss with the AIG Committee and parents to decide if students should be retested based on the following criteria:

- Students in grades K-8 who are within 3 percentile points of qualifying for AG services on the Iowa Test of Basic Skills will be given a Reading and/or Math Performance Task or an alternate test
- Students in grades K-8 who are within 3 percentile points of qualifying for IG services on the Cognitive Abilities Test may be administered an alternate version
- For students to retest for the Highly Gifted AIG pathway, one of the criteria must be met (97+ on Naglieri/CogAT or Iowa); the other score must be within 3 points of qualifying (97+).
- Identification may also be deferred until EOG scores are reported at the end of the screening school year

Once all testing is completed, parents receive a copy of the Student Eligibility Profile along with the appropriate letter either outlining the AIG services to be provided or that the student did not meet the outline criteria along with the Appeals Process Procedures brochure.

Students who transfer into the Alamance-Burlington School System in grades K-12 with documentation showing previous placement in a gifted education program will automatically be enrolled in the Alamance-Burlington AIG program for the current school year; the documentation of student data will be evaluated to determine appropriate placement and services. If the testing criteria is the same or similar to ABSS identification criteria, no additional assessments will be needed. A letter is sent home with transfer students in grades K-8 notifying them of this policy.

## **Due Process Procedures**

Parents/guardians who disagree with the decision of the AIG Committee regarding student identification have the right to follow certain steps to resolve the disagreement.

These include:

### **Step I: School-based AIG Committee**

- A. A parent/guardian may make a written request for a conference with the school-based AIG Committee to discuss concerns within five business days of notification of the AIG Committee's recommendation.
- B. The AIG Committee reviews the student's record and may gather additional information as needed. The Individual Student Profile will be updated as needed.
- C. The AIG Committee grants the conference as soon as possible.

If the grievance is not resolved at the AIG Committee conference, proceed to Step II.

### **Step II: Principal Conference**

(If the principal attended the AIG Committee conference, proceed to Step III.)

- A. The parent/guardian may make a written request for a conference with the principal within five business days of notification of the AIG Committee's decision.
- B. The principal reviews the recommendation with the AIG Committee chair.
- C. The principal grants the conference as soon as possible.

If the grievance is not resolved at the principal's conference, proceed to Step III.

### **Step III: Appeal to District AIG Program Coordinator**

- A. The parent/guardian may appeal the principal's decision (or the AIG Committee's response, if appropriate) in writing to the AIG Program Coordinator within five business days of notification of the principal's decision (or the AIG committee's response if appropriate).
- B. The system AIG Program Coordinator reviews the grievance after receiving the appeal.
- C. The system AIG Program Coordinator responds in writing to the parent/guardian and the principal concerning the outcome of the review.

If the grievance is not resolved by the appeal to the system AIG Program Coordinator, proceed to Step IV.

### **Step IV: Appeal to Chief Academic Officer.**

- A. The parent/guardian may appeal the decision of the AIG Program Coordinator in writing to the Chief Academic Officer within five business days of notification of the AIG Program Coordinator's decision.
- B. The Chief Academic Officer reviews the grievance.
- C. The Chief Academic Officer responds in writing to the parent/guardian, the principal, and the AIG Program Coordinator concerning the outcome of the review.

If the grievance is not resolved by the appeal to the Chief Academic Officer, proceed to Step V.

### **Step V: Appeal to Assistant Superintendent of Academics**

- A. The parent/guardian may appeal the decision of the Chief Academic Officer in writing to the Assistant Superintendent of Academics within five business days of notification of the Chief Academic Officer's decision.
- B. The Assistant Superintendent reviews the grievance.
- C. The Assistant Superintendent of Academics responds in writing to the parent/guardian, the principal, the AIG Program Coordinator and the Chief Academic Officer concerning the outcome of the review.

If the grievance is not resolved by the appeal to the Assistant Superintendent of Academics, proceed to Step VI.

**Step VI: Appeal to ABSS Superintendent**

- A. The parent/guardian may appeal the decision of the Assistant Superintendent of Academics in writing to the ABSS Superintendent within five business days of notification of the Assistant Superintendent's decision.
- B. The Superintendent reviews the grievance.
- C. The Superintendent responds in writing to the parent/guardian, the principal, the AIG Program Coordinator, Chief Academic Officer, and the Assistant Superintendent concerning the outcome of the review.

If the grievance is not resolved by the appeal to the Superintendent, proceed to Step VII.

**Step VI: Appeal to the Alamance-Burlington Board of Education**

- A. The parent/guardian may appeal the decision of the Superintendent in writing to the Alamance-Burlington Board of Education within five business days of receiving the Superintendent's response.
- B. The Board of Education makes a final decision within thirty calendar days of receipt of the appeal.

In the event that the local grievance procedure fails to resolve the disagreement, the state-level grievance procedure is implemented. Proceed to Step VIII.

**Step VIII: State-level Grievance Procedure**

A. The parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the review shall be limited to two areas:

- whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student
- whether the local plan has been implemented appropriately in regards to the child

B. The decision contains findings of facts and conclusions of law. Notwithstanding the provisions of Chapter 1450B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

ABSS Due Process Procedures are also available in Spanish. An AIG brochure entitled "A Parent's Guide" which outlines AIG identification and services is also available to families in both English and Spanish.

Click here to remove the table and use only the narrative field.

**Process Procedure**

<p>Informed consent for identification</p>	<p>* Parents/guardians are notified of the Naglieri General Abilities Test universal screening that happens currently during the Spring of 2nd grade. Letters explaining the purpose of the assessment are sent home digitally; hard copies are available to parents as well. A parent can request that their child not be assessed by signing the AIG Testing Waiver.</p> <p>Parents/guardians may also provide written documentation in order to refer their child for AIG testing. Once AIG teachers develop a testing pool based on parent and teacher referrals, ability testing results, EOG data, any local assessment data available, a letter asking for permission to test and consent for identification is sent to parents/guardians. Written documentation must be present before AIG assessments can be given to students.</p>
<p>Informed consent for placement</p>	<p>* Assessment data and other qualitative data are evaluated and the school-based AIG Committee decides the best placement and services for eligible students. A copy of the Student Eligibility Profile is sent home as well as an invitation to discuss results and service information. The student Differentiated Education Plan is then created and signed by the AIG teacher, classroom teacher, and parents</p>
<p>Transfer procedures</p>	<p>* Students who transfer into the Alamance-Burlington School System with documentation showing previous placement in a gifted education program will automatically be enrolled in the Alamance-Burlington AIG program for the current school year; initial placement documentation will be evaluated for the most appropriate placement in the ABSS AIG program; additional testing may occur during the next testing window.</p>
<p>Reassessment procedures</p>	<p>* AIG teachers analyze initial AIG testing results and discuss with their AIG Committee and parents to decide if students should be retested based on the following criteria:</p> <ul style="list-style-type: none"> <li>▪ Students in grades K-8 who are within 3 percentile points of qualifying for AG services on the Iowa Test of Basic Skills will be given a Reading and/or Math Performance Task or an alternate test</li> <li>▪ Students in grades K-8 who are within 3 percentile points of qualifying for IG services on the Cognitive Abilities Test may be administered an alternate version</li> <li>▪ For students to retest for the Highly Gifted AIG pathway, one of the criteria must be met (97+ on Naglieri/CogAT or Iowa); the other score must be within 3 points of qualifying (97+).</li> <li>▪ Identification may also be deferred until EOG scores are reported at the end of the screening school year</li> </ul>
<p>Procedures to resolve disagreement</p>	<p>* Parents/guardians who disagree with the decision of the AIG Committee regarding student identification have the right to follow certain steps to resolve the disagreement as outlined in Practice J.</p>
<p><b>* Ideas for Strengthening the Standard</b></p>	
<ul style="list-style-type: none"> <li>▪ Advocate for additional funding for the AIG program</li> <li>▪ Develop a more comprehensive system for monitoring and reporting student achievement and growth data</li> </ul>	
<p><b>Planned Sources of Evidence</b></p>	

* ABSS AIG Plan, AIG File Audit, AIG Student Enrollment Audit, ABSS AIG Progress Report/Data Dashboard, AIG Support Plan,
* AIG Stakeholder Surveys,
* ABSS AIG Due Process Brochure

Type	Documents	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A		<a href="#"> <u>Due Process (English)</u></a> <a href="#"> <u>Due Process (Spanish)</u></a>

**Alamance-Burlington Schools (010) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

\* Approved by local Board of Education on:

05/27/2025 

AIG Related Documents

**Alamance-Burlington Schools (010) 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)]  [Local Board of Education Approval Template](#)  [2025-2028 ABSS AIG Plan Approval](#)

**Optional Documents**

**Type Document Template Document/Link**

AIG Standard 1 Additional Resources N/A


 [Portfolio Pathway Checklist](#)


 [Parent Referral Letter](#)

 [25-28 ABSS AIG Identification Process](#)

 [ABSS AIG Eligibility Profile Sheet](#)

AIG Standard 2 Additional Resources N/A

 [ABSS AIG Student Support Plan](#)


 [ABSS AIG DEP](#)


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

 [Due Process \(English\)](#)

 [Due Process \(Spanish\)](#)

Glossary

Alamance-Burlington Schools (010) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Phrase	Definition
Ability Grouping	Children of high ability or with high achievement levels are placed in intentional groups to differentiate instruction.
Cluster Grouping	Group of at least five to eight AIG and/or high ability students in the same grade level in one class with a teacher who has shown success with gifted learners, is trained to work with them and will devote proportional class time to differentiating for them.
Curriculum Compacting	Curriculum compacting is modifying the regular curriculum in order to eliminate repetition of demonstrated mastered material, upgrade the challenge level of the regular curriculum, and provide time for appropriate enrichment and/or acceleration activities while ensuring mastery of basic skills
Differentiated Education Plan (DEP)	A student plan of support and instructional strategies that will be implemented to ensure academic and social emotional needs are being met.
Differentiation	Instruction that uses a variety of different and intentionally selected programs, methods, and strategies to meet the individual needs of students.
Equity	In gifted education, it is ensuring access and opportunity to advanced learning opportunities.
Flexible Grouping	Students are matched to skills by virtue of readiness, not with the assumption that all need the same learning tasks, computation drill, writing assignment, etc.
Individual Differentiated Education Plan (IDEP)	Completed for students who are identified as gifted, but need additional differentiation instruction other than that listed on the DEP.
Multi-tiered Systems of Support (MTSS)	Multi-tiered framework which promotes school improvement through engaging, research-based academic and behavioral practices as well as Social and Emotional Learning (SEL).
Nurturing Program	To promote both academic achievement and thinking skills for all students.
Performance Task	An assessment made up of different types of questions that allow a student to show critical and creative thinking as opposed to standardized tests.
Portfolio	A body of evidence that indicates a clear need for differentiated services.
Social/Emotional Learning (SEL)	The process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success.
Sweep Screen or Universal Screener	Using an assessment as a whole grade level screening tool to see if additional testing is needed for gifted services.