

Overview: Mission/Vision Statement and Funding

Alleghany County Schools (030) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

* LEA Superintendent's Name:

Chad Beasley

* LEA AIG Contact Name:

Fitzgerald, Melissa - melissa.fitzgerald@alleghany.k12.nc.us ▼

Alleghany County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, and 2021). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs aligned to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5). These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this local AIG plan for 2022-2025. This local AIG plan has been approved by the LEA's local board of education or charter school's board of directors and sent to NC DPI for comment.

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

* Mission and/or Vision Statement(s)

The Alleghany County School System's Academically or Intellectually Gifted Education Program is part of a continuum of services that promotes and supports the academic achievement of all students while emphasizing appropriate educational opportunities for the academically/intellectually gifted child. The AIG program believes that students from all cultural and socioeconomic populations can exhibit exceptional abilities and is committed to providing an

appropriately differentiated instructional program responsive to the abilities and needs of all gifted learners to prepare them to be future-ready in a globally competitive world.

Allegheny County Schools' focus is on leveraging a high-functioning instructional team that includes an AIG Coordinator to build teacher capacity in terms of pedagogy and best practices for gifted learners. We believe that every teacher should have the tools, strategies, and support necessary to advance learning opportunities for our AIG student population.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 77,640.00	* \$ 0.00	* \$ 0.00	* \$ 3,500.00

Standard 1: Student Identification

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Standard 1: Student Identification

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

*** Practice A**

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

Allegheny County Schools AIG screening and referral processes rely on multiple indicators of giftedness. Through the process of using multiple indicators, Allegheny County Schools ensures that identification is equitable and that all students are included.

Screening Process

K-3:

In grades K-3, the AIG Coordinator works closely with teachers and instructional coaches to monitor all students for potential giftedness. Strengths and talents are determined through the following data measures:

- iReady Universal Screeners (BOY, MOY, EOY)
- Kindergarten Entry Assessments
- Student Work Samples
- Student Academic Interest

- Teacher Recommendations
- mClass Data
- Formal Observation Scales

4-12:

For rising fourth graders the data is collected through a mass aptitude test that all students take in the spring prior to entering fourth grade. This information along with the following data points helps determine placement:

- Cognitive Abilities Aptitude Test (CogAT) scores (e.g. 90% and above);
- Third-grade EOG (90% and above);
- Student performance (e.g. grades);
- Observation Forms (e.g. Teacher Checklist that includes student behaviors, motivation, and interests);
- Teacher recommendations;
- Nominations by staff members or parents. Beyond fourth grade, multiple indicators are utilized to determine a need for services including: Cognitive Abilities Aptitude Test (CogAT) scores (e.g. 90% and above);
- Summative test data (e.g. EOGs, EOCs, NCFEs 90% and above);
- Student performance (e.g. grades);
- Observation Forms (e.g. Teacher Checklist that includes student behaviors, motivation, and interests);
- Nominations.

Referral Process

Referral documents are located on our district website and shared with school staff at the beginning of each school year. When students are referred for possible giftedness, the MTSS Team analyzes the student learning profile to

include the following data points:

K-3:

- iReady Universal Screeners (BOY, MOY, EOY);
- Kindergarten Entry Assessments;
- Student Work Samples;
- Student Academic Interest;
- mClass Data;
- Formal Observation Scales.

4-12:

- Cognitive Abilities Aptitude Test (CogAT) scores (e.g. 90% and above);
- Student performance (e.g. grades);
- Observation Forms (e.g. Teacher Checklist that includes student behaviors, motivation, and interests);
- Summative test data (e.g. EOGs, EOCs, NCFEs 90% and above);
- Student performance (e.g. grades);
- Observation Forms (e.g. Teacher Checklist that includes student behaviors, motivation, and interests).

Data gathered from students who indicate possible giftedness as a result of screening or a referral is analyzed by the AIG Coordinator and the school's MTSS Team. This helps ensure that those who are identified are matched to appropriate services.

* **Practice B**

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

The AIG Coordinator works with all classroom teachers to identify students who demonstrate a need for gifted services. A variety of qualitative and quantitative data points are utilized to determine giftedness including student work samples, student academic interest, formal observation scales, summative test scores, classroom performance indicators, and checklist data (e. g. student motivation, behaviors). Students may be identified as gifted in five different areas

- ? **Academically Intellectually Gifted (AI):** Student demonstrates high intellectual capacity and high academic performance.
- ? **Academically Gifted (AG):** Student exhibits high performance capability in reading and math while possessing a strong capacity for learning.
- ? **Intellectually Gifted (IG):** Student demonstrates high intellectual capacity but has not yet demonstrated high academic performance.
- ? **Academically Gifted-Reading (AR):** Student demonstrates strength in the area of reading with substantially high levels of accomplishment.
- ? **Academically Gifted-Math (AM):** Student demonstrates strength in the area of math with substantially high levels of accomplishment.

IDENTIFICATION K-3:

Based on observations during talent development opportunities as well as the following qualitative and quantitative data points:

- | Kindergarten Entry Assessments (KEA);

- | iReady;
- | Cross grade-level work samples;
- | Teacher recommendation;
- | MTSS Team recommendation.
- | MClass

Students whose results indicate two or more years above grade level will be entered into the screening pool for identification.

A student who accumulates a minimum of 18 points through Aptitude and overall Achievement or Aptitude and Gifted Rating Scales will be identified as Academically Intelligently Gifted (AI)

Students who score in the 96th percentile range or above in Aptitude but do not qualify in any other way will be identified as Intelligently Gifted (IG)

A student who accumulates a minimum of 12 points through Achievement and Aptitude or Achievement and Gifted Rating Scales will be identified as Academically Gifted (AG)

Students who accumulate a minimum of 6 points in a single subject area will be identified as either Academically Gifted in Reading (AR) or Academically Gifted in Math (AM). If students earn their points through the verbal aptitude battery percentile and reading achievement percentile they will be identified as AR. Quantitative aptitude and achievement will be used to identify students as AM. [1]

IDENTIFICATION 4-12:

Multiple criteria are taken into consideration when identifying students for possible giftedness. In addition to the CogAt scores, the AIG Coordinator along with the MTSS Team utilizes an objective points based rubric to determine gifted eligibility. The rubric uses multiple criteria for data points that include formal and informal opportunities to display giftedness. The rubric allows for multiple entry points and lessens the barriers to identification.


A student who accumulates a minimum of 18 points through Aptitude and overall Achievement or Aptitude and Gifted Rating Scales will be identified as Academically Intellegentially Gifted (AI)

Students who score in the 96th percentile range or above in Aptitude but do not qualify in any other way will be identified as Intelligently Gifted (IG)

A student who accumulates a minimum of 12 points through Achievement and Aptitude or Achievement and Gifted Rating Scales will be identified as Academically Gifted (AG)

Students who accumulate a minimum of 6 points in a single subject area will be identified as either Academically Gifted in Reading (AR) or Academically Gifted in Math (AM). If students earn their points through the verbal aptitude battery percentile and reading achievement percentile they will be identified as AR. Quantitative aptitude and achievement will be used to identify students as AM.

The responsibility of gathering the screening information will be that of the Academically Gifted Coordinator. Parents/guardians and teachers may also nominate students whose names do not appear in this screening pool (potential). Supporting documentation such as work samples, grades and/or checklists should accompany these nominations.

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*** Practice C**

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

Through an understanding of district-wide demographics, Allegheny County Schools will continue to examine characteristics of giftedness with teachers in all curriculum areas with special emphasis given to identification of characteristics within minority and low socioeconomic groups.

Our LEA consists of three K-8 schools and one high school. The average daily attendance for the 2021-2022 school year was 1456 and the demographics were as follows:

Gender

- Females-49%
- Males-51%

Race/Ethnicities

- Asian-.006%
- Hispanic-26%
- American Indian/Alaskan Native-.0013%
- Two or More-.02%
- Native Hawaiian/Pacific Islander-.002%
- White-69%

Subgroups

- Black of African American-.08%
- Economically disadvantaged-70%
- English Learners-7%
- Exceptional Children-14%
- Gifted-6%

Of the 6% who were identified as gifted:

- Females-51%
- Males-49%
- 1% were Asian
- 10% were Hispanic
- 89% were White
- 0% were English Learners
- 0% were Exceptional Children

Due to the confidentiality of free and reduced lunch forms, representation of economically disadvantaged students is unknown.

As part of our effort to respond to under-represented populations of the gifted population highlighted above, we utilize EOG and EOC performance data on student subgroups during the AIG screening process. Alleghany County Schools Testing and Accountability Coordinator provides a list of the top 10% of students' scores in the following categories:

- ML students;
- EC students;
- Economically disadvantaged;
- All ethnic groups;
- The district as a whole.

Using the results from the top 10%, students are screened using the following indicators to determine those who are gifted and in need of differentiated educational services:

- Gifted behavioral characteristics (e.g. Gifted Behavior Scale);

- Classroom performance (e.g. Formative assessment data, grades);
- Classroom observations completed by trained school personnel;
- Documented recommendations from appropriate sources verifying exemplary achievement within and/or outside of school;
- Demonstrated performance through academic products, contests/competitions, and other opportunities for exemplary achievement;
- Standardized test scores: aptitude, achievement, intelligence, and other tests;
- Anecdotal information appropriately documented and verified.

Once students have been screened and are determined to need further assessment, standardized testing, apart from state testing, is used in the formal identification of students. AIG personnel, trained in the administration of various tests, complete this portion of the identification process for students referred to them. Once parental consent for testing is obtained, the diagnosticians will administer a battery of tests which may include:

- An aptitude test;
- A nonverbal aptitude test;
- Achievement tests.

When testing is complete the results are presented to the MTSS Team for consideration. When appropriate, the team may invite relevant personnel to assist in the decision-making process (e.g. Lead ML Teacher, EC Teacher, Student Services staff).

*** Practice D**

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

Due to Allegheny County Schools unique size, the AIG Coordinator monitors all screening, referral, and identification processes at each of our schools. This staff member, as well as the school based MTSS teams, are responsible for gifted screenings and identifications. The continuity of these teams as well as the leadership of the AIG Coordinator aids in the consistent implementation of screening, referral, and identification processes among all four schools within Allegheny County. The teams at each school are responsible for:

- Implementing the AIG Plan;
- Gifted identification Procedures;
- Identifying needed services;
- Knowledge of the characteristics of gifted students;
- Screening, referral and identification processes.

To further promote consistency, the AIG Coordinator:

- Conducts reviews for MTSS teams on the above referenced responsibilities at the beginning of the school year;
- Engages teachers, support staff and administration in professional development at the beginning of each school year focused on screening, referral, and students identification;
- Provides forms, checklists and flowcharts to school staff to aid in the understanding of the AIG processes;
- Maintains documentation for all students in the AIG process, including those who are referred, and/or screened, but not identified.

*** Practice E**

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

Allegheny County Schools communicates screening, referral, and identification processes in a number of ways to all stakeholders. Parents/guardians are given a letter regarding the screening, identification, and referral processes prior

to the CogAT given in the spring to 3rd grade students. This letter is provided to families in both Spanish and English. Meetings are also held at the beginning of each year as a method of communicating with parents/guardians and students who are already identified or for those who want additional information.

In addition, our district maintains an AIG website that includes all information pertinent to the AIG program. At the beginning of each school year our district's AIG Coordinator conducts training at all schools which includes the following:

- The definition of giftedness;
- Characteristics of gifted learners;
- The needs of gifted learners (e.g. academic, behavioral, social-emotional);
- Best practices to meet the needs of gifted learners;
- AIG identification and referral procedures.

*** Practice F**

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

Allegheny County Schools' AIG Coordinator ensures that documentation is maintained throughout the screening, referral, and identification processes by creating an AIG folder for each student who is referred. The file contains all evidence gathered and analyzed to support the identification decisions for each student. (e.g. referral form, parent/guardian permission, an eligibility form, DEP, other sources of data) If a student is identified then the information is also added into Powerschool to document identification evidence and the DEP. All files (identified or not) are stored in the AIG Coordinator's office until the student graduates. Files are updated during the annual performance review at the end of each year.

Parents/guardians have an opportunity for input about their child's specific needs and are informed of the recommendations made by the AIG Coordinator, classroom teachers, and the MTSS Team. Parents/guardians, being partners in their children's education, must be kept abreast of academic progress and placement for appropriate

services. The partnership between the school and the parents/guardians is critical for the continued success of our academically gifted students. Regardless of placement, parents/guardians are provided with copies of all documentation. During initial review, parents/guardians are invited to attend a conference where the AIG Coordinator explains the data based evidence used to match students to academic, behavioral and social-emotional programming options.

*** Ideas for Strengthening the Standard**

Translate all documents into Spanish




Planned Sources of Evidence

* AIG FAQ Sheet

* Identification Rubric

* Identification Flow Chart

Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	<ul style="list-style-type: none">  AIG FAQ Sheet  AIG Identification Flowchart  AIG Identification Rubric

Standard 2: Comprehensive Programming within a Total School Community

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Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

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

Alleghany County Schools provides a comprehensive service delivery system that addresses the academic and intellectual needs of gifted learners. The outline of the plan includes three segments; primary (K-3), elementary (4-8), and secondary (9-12). A service delivery plan that is divided into two major sections (academic development and talent development) is established within our LEA. It addresses the academic, intellectual, and social-emotional needs of gifted learners across all grade levels and settings. When students are identified as AIG, the service delivery plan is matched to the student's advanced learning needs to include their identification area (AM, AR, AG, IG, or AIG) and documented within the DEP. Services within the plan are aligned to students' advanced learning needs and the area in which the student is identified. Through collaboration with all stakeholders including the AIG Coordinator, classroom teachers, and counselors, services are tailored to meet the specific academic and intellectual needs of our gifted learners in the total school environment.

Direct service delivery provided by the AIG Coordinator includes settings within the general education classroom or services in the AIG Coordinator's classroom during intervention/FLEX time as part of Alleghany County Schools Multi-Tiered System of Support (MTSS). Services across all identification areas include a focus on problem solving, creative thinking, and interest based projects.

K-3

Through collaboration with the AIG Coordinator, all students in K-3 receive talent development services through their general education classroom. These services foster the development of gifted characteristics and allow the AIG Coordinator the opportunity to observe students who may be gifted. Primary (K-3) services rely on a strong partnership with the AIG Coordinator, teachers, and Instructional Coaches. The AIG Coordinator and Instructional Coaches work closely with K-3 teachers to develop and implement classroom differentiation strategies in Reading and Math to be used within the general education setting. In addition to services within the classroom, students who are deemed as potentially gifted receive pull-out services through talent development centers. Pull out services include acceleration in identified areas, Math and Reading, as well as opportunities to practice problem solving and creative thinking skills.

4-8

A continuum of services is provided in Allegheny to meet the varied needs of each school and student. Allegheny's 4-8 enrichment model may include cluster grouping, co-teaching, and/or pull out services. A cluster group of gifted students is assigned to a regular heterogeneous class. The regular classroom teacher works closely with the AIG Coordinator and instructional specialist to design an appropriate curriculum for this group based on their identified area.

This helps to ensure that a rigorous and differentiated classroom experience to meet the needs of advanced learners is provided for gifted students. Every effort is made to ensure that students who are identified as gifted are clustered with other like-gifted students in their identified areas. Because we are a small LEA, having 3-5 students clustered together is sometimes difficult in our smaller schools. Intellectually Gifted (IG) students are clustered based on their strengths and needs.

During FLEX and/or intervention time when identified students are in their regular classrooms, teachers provide challenge and/or acceleration activities in identified areas. This allows students to continue to grow in areas of Reading and Math. Identified students may also receive pull-out services based on identification area during scheduled FLEX time. Pull outs are focused on providing experiences that encourage the development of critical thinking, collaboration, creative thinking, communication, leadership, problem solving, and other future ready skills. In addition students in 4-8 may also receive:

! Accelerated subject or grade;

- | Online coursework (NCVPS);
- | Interest-based clubs;
- | Competitions (e.g. Math Olympiad, Battle of the Books, Spelling Bee, TSA, Quiz Bowl, etc);
- | Advanced courses for students in 8th grade (e.g. Math I);
- | Compacted curriculum.

9-12

Special attention will be paid during the 8th grade year to previously identified AIG students as they are getting ready to transition to high school. Counselors and AIG staff will help students with choosing classes that meet their needs. The AIG Coordinator will assist the counselors with sharing opportunities for gifted students as they transition to high school such as honors and advanced placement classes, dual enrollment, North Carolina School of Science and Math, governor's school, Credit by Demonstrated Mastery, and NC Public Virtual School. Counselors and the AIG Coordinator will also be involved in referring underachieving AIG students for social/emotional support and goal setting.


The Secondary (9-12) service model focuses on students choosing classes that meet their needs for future education. Students have the opportunity for job shadowing with internship and apprenticeship experiences. In addition, the following opportunities are available to align with secondary gifted students' advance learning needs.

| Honors/Advanced Placement: Gifted students and high achievers are grouped together for a curriculum that is rigorous and fast paced.

| Dual Credit: The Career and College Promise allows students to be enrolled in two levels of schooling at the same time. Students are able to begin earning college credit from a community college at no cost to them or to their families. The college credit is transferable to all UNC systems and many of North Carolina's independent colleges and universities. The students can also work toward earning credentials, certificates, or degrees in a technical career.

| Special Schools: Students who have specific gifts and talents could qualify to attend content specific public schools. These include Governor's School, NC School of Science and Math, and the NC School of the Arts.

NCVPS: Classes are offered through NC Virtual Public for students who wish to take courses that are not offered at Alleghany High School.

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* **Practice B**

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

Alleghany County Schools is committed to providing a system-wide approach that addresses the social and emotional needs of gifted students. In order for gifted students to reach their full potential, social and emotional needs must be purposefully included in programs and services for this population. A proactive support structure is established when school systems make provisions for effective services.

Alleghany County Schools is proactive in approach by utilizing the MTSS framework to guide comprehensive social emotional services and support across the total school environment for all students including those identified as gifted. Our district recognizes that the social and emotional needs of gifted students warrant an approach that is supported by a variety of personnel to include; counselors, general education teachers, gifted education specialists, and parents/guardians. System-wide SEL services and supports are addressed through:

- Core instruction-2nd STEP, Leader in Me, Global Education, guidance classes, GRIT lessons;
- Supplemental Support-Small group intervention (e.g. 2nd STEP, social stories, character education, resiliency, mindfulness) provided by the school counselor that targets SEL skill deficit(s);
- Intensive Support-One-on-one intervention (e.g. individual counseling support, Functional Behavior Assessment/Functional Behavior Plan) provided by school counselors and/or psychologists that target SEL skill deficit(s).

School-wide differentiated services such as those provided at the supplemental and intensive levels are designed to address particular social-emotional needs and provide opportunities for students with common interests, abilities, and motivation to work together on appropriately challenging tasks. These differentiated services are determined through the analysis of data related to students' social emotional needs (e.g. observations, SEL surveys). Stakeholders discuss students' needs during their weekly PLC meetings and problem-solve to match student need(s) to appropriate interventions. If a student is not responding with core and supplemental instruction the PLC makes a referral to the school-based MTSS team (administrator, instructional coach, counselor, psychologist, general education teacher, EC teacher) for further problem-solving and differentiated services.

*** Practice C**

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

Allegheny County School's comprehensive gifted plan articulates programs and services designed to identify and meet the needs of advanced and gifted students. The program and services are directly aligned to our district's strategic plan. Allegheny County Schools include practices and policies that enable all learners to reach their full potential.

Ultimately, a successful delivery model results in increased school/system-wide student learning. Opportunities for rich content, high expectations for critical and creative thinking and problem-solving are objectives shared by general and gifted educators. These collaborative structures are delivered through:

- AIG Director serves on the District Leadership Team;
- AIG Director serves on the District MTSS Team; AIG Coordinator attends grade-level and PLC meetings;
- AIG Coordinator attends teacher and grade-level planning meetings;
- AIG Coordinator serves as a SIT member;
- AIG Coordinator serves on school-level MTSS Teams.

Through the above structures as well as collaborative conversations with other district stakeholders (e.g. Instructional Coaches, Director of Curriculum and Instruction, Technology Director, Accountability Director, Media Coordinators, etc), the teaching/learning process of identified students aren't isolated; but a connected effort of the total instructional program. As educators become aware of the strengths and needs of students, an academic program that responds to the unique learning styles of students is built that delivers a curriculum outlined in the NC Standard Course of Study, as well as linked to and supported by the LEA's total instructional program.

*** Practice D**

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

Allegheny County Schools recognize that flexible grouping and pacing strategies are inherent to the program, allowing educators the opportunity to support the learning needs of all students. Flexible grouping allows students of similar achievement/ability levels, common interests/passions to work together for a portion of the school day/week. Research is clear: gifted and high ability students' learning increases significantly when offered opportunities to work with intellectual peers.

The effect of grouping for gifted students has been found to be positive when instruction is differentiated to meet the learning needs within the curriculum. Flexible clustering describes the purposeful grouping of students that is used to facilitate the teaching of students at their demonstrated readiness level. Such instructional grouping should be flexible within and between individual classrooms or within and between teams and should enable students to move in and out of groups based on their needs and performance. Students may be placed in a group based on their ability and/or performance or they may be placed in an option on a trial basis based on the recommendation of their teacher(s).

Flexible pacing options are provisions that place students at an appropriate instructional level, creating the best possible match between a student's achievement and instruction and allowing them to move forward in the curriculum as they achieve mastery of content and skills.

Allegheny County Schools uses a variety of formal and informal evaluations that provide the necessary data to appropriately place students in flexible groups for optimal success and growth. On-going formative and summative assessment data is used in all grade levels throughout Allegheny County Schools to provide educators with detailed

information about students' progress in assimilating and expressing knowledge and skills. The following data are used within PLCs to determine flexible groupings:

- iReady data;
- Classroom formative assessments;
- Work samples;
- Teacher observations;
- Summative assessments.

*** 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.

Service delivery for gifted and advanced students is most effective when deemed a priority and embraced by all teachers, school and system administrators, and support staff who develop and deliver programs for advanced and gifted students. A clearly articulated expectation of differentiated services and instructional delivery serves to communicate to all stakeholders the importance of the practice. A description of differentiated services and instruction for AIG students and AIG program regulations embedded in the local AIG plan serves to inform all stakeholders of the program's purpose. Allegheny County School's local AIG Plan as well as contact information and additional resources are located on our district website.

In addition to our district website, the AIG Coordinator and AIG Director keep all school staff abreast of instructional services, regulations pertaining to gifted education and the local AIG program and plan through:

- AIG Coordinator-Annual beginning of year training for teachers, support staff, and administrators on AIG regulations and procedures;
- AIG Coordinator-Grade-level meetings that review procedures for identification of AIG students;
- AIG Coordinator-Provides updates to school staff following NCDPI provided webinars and conferences;

- AIG Director-District Leadership Team meetings where attendees are informed of regulations and components of the local AIG program and plan;
- AIG Director-The local AIG Plan is presented to the Board of Education and approved at the beginning of each plan cycle.
- AIG Director-Updates regarding instruction, regulations, and the local plan are provided to Alleghany County Schools Board of Education on an as needed basis

*** Practice F**

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

Effective communication among and between teachers, schools and central office administrators is essential to the success of the AIG program and the services it provides. A plan to articulate the aligned and integrated services ensures seamless transitions between grades and schools so as to provide for continuation of services, K-12. At the beginning of each school year the AIG Coordinator holds transition meetings with grade level and grade span instructional staff to discuss the student's DEP to include student identification, services being provided, and student unique needs. If student's are twice exceptional the EL and EC staff are invited. The elementary to middle school transition is simplified as Alleghany County Schools are K-8 with no traditional middle schools. This approach with the intent of transitioning advanced differentiated plans for identified gifted students further ensures continuation of services and helps instructional staff better understand and plan for student success. Misconceptions are eliminated; a base of understanding is established. Program goals and long- and short-range plans can be developed in advance with a better understanding of students' performance levels and needs for potential growth.

The transition from eighth grade to high school begins in the spring semester prior to the student's ninth grade year. These registration meetings occur with each student and their parents. The school counselor and AIG Coordinator go over advanced courses and extracurricular activities that are available and an academic plan is created. In addition, the AIG Coordinator works alongside the Wilkes Community College liaison to host parent meetings to advise students on opportunities that are available at the high school and possible CCP opportunities.

Alleghany County Schools is directive in its efforts to communicate the many and varied learning styles and characteristics of gifted students within a school population, K-12. A firm commitment to meeting the needs of

advanced students is continually being reinforced in the schools. Effective communication among and between teachers and schools is critical when planning programs that address students' strengths and needs.

*** 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.

A variety of service delivery options ensures that student need is matched with the appropriate service option(s). Differentiated services within and across a variety of settings where instruction is appropriately advanced, extended and/or accelerated promotes student success. Our current service delivery array includes inclusive supports, resource pullout, project-based learning, distance learning offerings, curriculum compacting, Credit by Demonstrated Mastery, Dual Enrollment and subject or grade acceleration where appropriate.

Some students achieve remarkably well and may require a subject or grade advancement, in addition to other differentiated services. For these students, a case study is prepared using specific criteria for subject and grade advancement. This service option may be used at any grade level; however, students contemplating early high school graduation must meet the North Carolina graduation requirements. This option requires careful consideration.

Subject/Grade Acceleration:

A student may be considered for grade acceleration by meeting the criteria below:

- Aptitude (IQ) percentile: 98% Total Battery;
- Achievement: 98% as measured on standardized achievement test;
- Performance: work samples, portfolio;
- Teacher Inventory and Recommendation;
- Motivation Inventory;
- Social/emotional assessment completed by the school psychologist.

These measures are combined with the MTSS team and regular education teacher recommendation and submitted to the school principal who then may provide his/her own written recommendation. If an AIG student requires subject or grade acceleration or parents of an AIG student requests acceleration, the AIG teacher and school must follow the procedures outlined in the local plan. If, however, the request is for a student not identified as AIG, the school may use the AIG procedures but is not required to do so. Principals or school-based committees may have other procedures in place for such a request, but generally, they seek advice from the AIG Program.

MTSS Teams must adhere to the following procedures for AIG student acceleration requests:

- Request a written statement from the parent(s) requesting subject or grade acceleration;
- Check records to determine if the student has achieved maximum class performance in the subject for more than one year (if subject acceleration) or all subjects for more than one year (if grade acceleration). If the student has not met these criteria, the MTSS Team should request a parent conference to share that information and conclude the acceleration procedure at this point. If the records indicate that the student has met the class performance criteria, the MTSS Team will discuss the request with the site principal;
- After obtaining the parent statement, the MTSS Team will request recommendation letters from both the student's classroom teacher and the principal to accompany their own MTSS team recommendation;
- Submit the packet to the school psychologist for an assessment of social/emotional appropriateness;
- After the psychologist completes this review, the MTSS Team will meet with the psychologist, student, parent, and principal to discuss the results and social/emotional development. At this time the MTSS Team should make a recommendation to the school principal who will determine grade placement;
- Submit to the principal and superintendent for final approval.

Non-Acceleration Procedures:

If a student does NOT meet the acceleration criteria, the MTSS Team should follow these procedures:

- Complete documentation to denote "No Acceleration Recommended";
- Send the parent a copy of the decision with due process procedures;

- Place a copy of acceleration documentation in the AIG record for the student.

Acceleration Procedures:

If the student meets the acceleration criteria, the MTSS Team will follow these procedures:

- Complete a DEP with the parent/guardian and obtain parent/guardian signatures for subject or grade level acceleration;
- Place copies of the Acceleration packet in the AIG record;
- Conference to share information and conclude the acceleration procedure at this point;
- If the records indicate that the student has met the class performance criteria, the MTSS Team will discuss the request with the site principal;
- After obtaining the parent statement, the MTSS Team will request recommendation letters from both the student's classroom teacher and the principal to accompany their own MTSS Team recommendation;
- Submit the packet to the school psychologist for an assessment of social/emotional appropriateness;
- After the psychologist completes this review, the MTSS Team will meet with the psychologist, student, parent, and principal to discuss the results and social/emotional development;
- At this time the MTSS Team should make a recommendation to the school principal who will determine grade placement;
- Submit to principal and superintendent for final approval.

Compacted Curriculum:

Compacted curriculum is available for students who require this service to meet their identified need(s). In determining whether a compacted curriculum is needed, the AIG Coordinator consults with the classroom teachers and looks at the following data points:

- Grades in the subject area;

- Achievement scores (e.g. iReady, EOG, EOC, formative classroom assessments);
- Students interest and motivation;
- Social-emotional well-being of the student;
- Students in grades 4-7 who receive a level 5 on the previous year's math EOG will be considered for compacted curriculum.

Allegheny County Schools AIG Coordinator utilizes iReady and released test items provided by NCDPI to determine mastery of content that would be modified due to the compacting of the subject curriculum. If students do not demonstrate a level of knowledge sufficient for success, other services are considered.

Credit by Demonstrated Mastery

Allegheny County Schools offer Credit by Demonstrated Mastery to students in grades 9-12. CDM is only available to students that demonstrate a deep understanding of content and can apply knowledge of the new material. Credit will be earned to fulfill graduation requirements but grades will not be received and will not apply to students' GPA.

Credit by Demonstrated Mastery Process:

- A student must score a level 5 on an EOC or >90% on a local course assessment or CTE post assessment;
- The student artifact is reviewed and scored by a content expert and team. A minimum score must be obtained for credit to be received;
- Results are shared with students/parents.

The following courses are excluded from CDM:

- Honors and AP courses;
- CTE work-based courses;
- CTE Advanced Studies courses;

- CTE courses that are clinical in nature;
- English Language Learner courses;
- Healthful Living courses.

Dual Enrollment

In its effort to provide a rigorous expanded curriculum that will adequately prepare students for future educational and workplace endeavors, the Allegheny County School Board will support high school students who also wish to enroll in classes taught by a college, university, community college or other approved entity in accordance with the requirements of local school board policy, state law and State Board of Education policy.

The Career and College Promise program offered through the North Carolina Community College System is designed to offer qualified high school students' tuition-free dual enrollment opportunities that provide both entry-level job skills as well as pathways leading to a certificate, diploma, or degree. Textbooks, supplies, or additional course fees are covered by the Education Foundation of Allegheny County. The State Board of Education, in collaboration with local community colleges, may provide for dual enrollment of qualified high school students in community college courses through (1) a Career and Technical Education Pathway leading to a certificate or diploma aligned with one or more high school Tech Prep Career Clusters or

(2) a College Transfer Pathway leading to a college transfer certificate requiring the successful completion of 30 semester hours of transfer courses. Eligibility criteria is grouped according to grade level in two identifiable groups. Group one is the 11th and 12th grade students and group two is the 9th and 10th grade students.

The following standards apply to the 11th and 12th grade students:

- To be eligible for enrollment in the Career/Technical Education Pathway, a student must have an unweighted GPA of 2.8 or higher or have the recommendation of the principal/his or her designee or demonstrate college readiness on an approved assessment (PreACT, PSAT, SAT or ACT) in all domains and meet the prerequisite for the designated Career Pathway.
- To maintain eligibility for continued enrollment, students must continue to make progress toward high school graduation, maintain a 2.0 GPA in college course work after completing two courses, and complete 80% of their attempted course work.

The following standards apply to the 9th and 10th grade students:

- To be eligible for enrollment in the Career/Technical Education Pathway, a student must have the recommendation of high school principal AND his/her designee and recommendation of the college administrator and a grade of B or better in Math I, EOC score a 3, 4, or 5 for Math I; AND/OR EOG score of 3, 4, and 5 for Math I AND demonstrate college readiness on an approved assessment (PreACT, PSAT, SAT or ACT) in all domains AND grade of P or better in Math I and EOG score of 3, 4, 5 for 7th or 8th grade ELA assessment.
- To be eligible for enrollment in a College Transfer Pathway, a student must be identified by local AIG plan in English/Reading and Math AND score in the 92nd to 99th percentile on acceptable test for reading, English, and math, demonstrate college readiness on an approved assessment (PreACT, PSAT, SAT or ACT) in all domains, recommendation of high school principal, college administrator, AIG coordinator and parent/guardian. Students must receive academic advising prior to program enrollment.

To maintain continual eligibility for all CCP enrollment, students must maintain progress toward high school graduation, maintain a 2.0+ GPA in college course work after completing two courses and complete 80% of their attempted course work. Students must obtain a grade of a C or higher for the college credits to be transferred to their future college/university.

Once registered for classes, students must attend a mandatory new CCP Student orientation. A CCP student/parent user agreement is strongly encouraged to be signed indicating commitment to the requirements and understanding of all components of the CCP User Agreement. Students and parents must sign and complete the CCP Enrollment Form with Alleghany High School.

In order to withdraw from a course, students must receive advising and permission from the high school counselor and principal. Failure to adhere to this process will result in receiving a WF (Withdrawal Failing) on the high school transcript.

All students who are eligible for CCP pathways must be advised by the Wilkes Community College, Career and College Promise coordinator. All CCP pathways are as follows below.

Transfer Pathways

College transfer pathways (CTP) provide tuition-free course credits toward the AA, AS, AATP, ASTP, AE, ADN that will transfer seamlessly to any UNC System or participating private college or university.

1. CCP Associates in Arts Transfer pathway
2. CCP Associates in Science Transfer pathway
3. CCP Associates in Engineering Transfer pathway
4. CCP Associates Degree Nursing pathway
5. CCP Associate in Art in Teacher Preparation Transfer pathway
6. CCP Associate in Science in Teacher Preparation Transfer pathway

Career and Technical Education

Career and Technical Education (CTE) pathways provide tuition-free course credits toward a certificate, diploma, or state or industry-recognized workforce credential.

1. Building Construction Technology
2. Automotive Systems
3. Welding Technology
4. Accounting & Finance
5. Business Administration
6. Advertising & Graphic Design
7. Information Technology
8. Criminal Justice

* Practice H

Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of intentional efforts, including talent development, at all grade levels.

Allegheny County Schools AIG program provides services that promote equity and excellence across all grade levels to make advanced learning more attainable for all students including our under-represented populations (Multilingual Learners, economically disadvantaged, twice-exceptional and highly gifted) These services begin in our primary grades (K-3) with talent development. All students, including under-represented populations in K-3, receive talent development opportunities through collaboration of the AIG Coordinator and classroom teachers. These services foster the development of gifted characteristics and allow the AIG Coordinator the opportunity to observe students who may be gifted.

To broaden access to advanced learning opportunities across the K-12 continuum, every effort is made throughout the referral and identification processes to ensure that underrepresented populations are given opportunities for advancement. These efforts include:

- Allegheny County Schools AIG Coordinator conducts annual training for all school staff which includes characteristics of giftedness in under-represented populations;
- School staff that serves under-represented populations (e.g. Exceptional Children teacher, Multilingual Learner teacher, school social worker, school counselor) serve as a team member on the MTSS Team when gifted nominations for these populations are discussed;
- The AIG Coordinator works closely with all teachers including instructional coaches and support staff;
- Attending PLC meetings when grade-level teams analyze student data helps with the identification of under-represented students who may be in need of advancement;
- Regular communication with school counselors and administration in grades 9-12;
- An AIG Consultant position at the high school whose role includes efforts to broaden access for under-represented populations including first-generation college students.

EOG performance data is disaggregated to include the top 10% of students in under-represented populations. Using these results, students are screened using the following indicators to determine those who may be gifted and in of

advanced learning opportunities:

- Gifted behavioral characteristics (e.g. Gifted Behavior Scale);
- Classroom performance (e.g. Formative assessment data, grades);
- Classroom observations completed by trained school personnel;
- Documented recommendations from appropriate sources verifying exemplary achievement within and/or outside of school;
- Demonstrated performance through academic products, contests/competitions, and other opportunities for exemplary achievement;
- Standardized test scores: aptitude, achievement, intelligence, and other tests;
- Anecdotal information appropriately documented and verified.

Once students have been screened and are determined to need further assessment, standardized testing apart from the state testing, is used in the formal identification of students.

In addition to formal identification, our K-8 schools utilize Flex time in their schedules which focus on inventions and talent development of all K-8 students. Data meetings occur between classroom teachers, ESL, EC, AIG and instructional coaches to intentionally group students based on their current areas of need including extension and enrichment. During this time students may have access to enrichment clubs and academic competition clubs to help cultivate their potential and address needs of under represented populations. Club and competition access vary between schools. In addition to flex time, advanced math students who made a level 5 on their EOG regardless of identification are placed in compacted math classes. At the high school level, school counselors, teachers and AIG staff collaborate to make sure all students' needs are met. Students who show potential to perform at a high level are able to take Honors, AP, and CCP classes regardless of their AIG identification status. These students can also choose mentorships and job shadowing for interest based exploration.

* Practice I

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

Allegheny County Schools strive to provide opportunities that foster academic and intellectual interests to enrich the services for AIG students. These opportunities help to maximize learning and to develop positive self-esteem. Allegheny County Schools AIG Coordinator works alongside school staff members to design a consistent, appropriate program for each school that identifies extra-curricular/extended learning opportunities that will enhance student learning. The Coordinator also teams up with district partners such as Gear UP and the Education Foundation to ensure all students have access to these programs, activities, and resources.

These activities may include:

- Leader in Me Events;
- Global Learning Events;
- Odyssey of the Mind;
- Jr. Beta Club/Beta Club;
- Battle of the Books;
- Math Olympiad;
- MathCounts;
- TSA Competitions;
- STEM Expos;
- Literacy Nights;
- Internships;
- College tours
- Academic Camps

Extra-curricular programs are determined at each school based on availability and student interest. Opportunities are communicated to students to gauge interest. Based on feedback, programs and events are chosen and communicated prior to and throughout each school year through emails, newsletters, and direct communication. K-8 gifted students have the opportunity to enhance their development and knowledge through service and interest-based projects throughout the year with our K-8 schools' Global and Leader in Me initiatives. High school students have the opportunity to develop, lead and join clubs based on their passions. A resource guide of opportunities for students to participate in after-school hours and during the summer is available on our website.

*** Ideas for Strengthening the Standard**

Create a Shared Drive that “houses” enrichment opportunities for all students.




Planned Sources of Evidence

* AIG Webpage

* Master schedule that allows for cluster grouping, flexible grouping, and PLCs

* WIG (Wildly Important Goal) Sheet

Documents

Type	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	 AIG Webpage  Master Schedule  WIG Goal Setting Sheet

Standard 3: Differentiated Curriculum and Instruction

Alleghany County Schools (030) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

Alleghany County School seeks to provide appropriate educational opportunities through an array of service delivery options designed to provide a stimulating and challenging curriculum so as to ensure that student potential is developed. AIG services are integrated with the general education program, K-12, where flexible grouping is used to ensure that highly able and gifted students reach their full potential and experience intellectual, social and emotional growth.

Differentiated services take place in a variety of settings and provide the most positive effects when students are grouped for instruction. The effect of grouping for gifted students is most productive and effective when instruction is appropriately advanced, extended and/or accelerated or when challenging enrichment activities are offered.

AIG students are provided access to AIG services within the regular classroom, as well as in extended learning opportunities at the school and district level. This ensures increased access and immersion in applicable and appropriately differentiated curriculum. Extended learning opportunities are developed, assessed and coordinated by the AIG team members to provide equity across the district.

Alleghany County Schools Academically or Intellectually Gifted Education Program is purposefully designed to provide learning opportunities that promote the growth of skills, knowledge, and understanding necessary for gifted students to

reach their potential. Instructional programs provide a steady challenge without frustration or excessive pressure.

Strategies for the teaching/learning process are designed to respond to the unique needs of students. As educators become aware of the strengths and needs of students, an academic program that responds to the unique learning styles of students is built that delivers a curriculum outlined in the NC Standard Course of Study (NCSCOS) and Essential Standards. Differentiation of curriculum and instruction is paramount in an educational program that seeks to address, meet and challenge each individual student's potential. Educational personnel involved in providing learning opportunities for gifted students must possess the knowledge and skills to meet and support the needs of these students.

Content differentiation strategies that may be seen in general education classrooms include the following; instructional technology, integrated units, curriculum compacting, differentiated instructional units, literature circles, learning centers, interdisciplinary thematic units, Socratic Seminars, tiered assignments, and learning contracts. Inherent to the program's content are teaching/learning strategies that foster reasoning and problem-solving skills. Students are expected to represent their thinking and solutions to tasks in speaking and in writing. In math, students use diagrams, models, and graphs to communicate reasoning skills. In an effort to meet the needs of the gifted learner, specific tasks draw attention to deeper and broader concepts of various investigations.

Content differentiation strategies are used to modify the curriculum for gifted students within each environment and include:

- Content Acceleration - the use of advanced materials that match the student's level of performance regardless of their grade placement;
- Content Sophistication - the use of complex material, presented with a higher level of abstraction, from a more complex viewpoint, using multidisciplinary material that allows students to see the larger system of ideas and concepts related to the core content;
- Content Novelty - the use of completely different materials not necessarily provided in the general curriculum, often selected from students' interests and involves independent or small group investigations.

Talent development is provided through enrichment services that focus on the development of interests and special talents. At the elementary and middle school levels, interest development might occur through classroom centers, special activities, projects, mini-courses, and enrichment clusters. At the secondary level, interests and talents are further expanded through special elective courses and opportunities for independent investigations of topics of interest

through seminars, mentorships, and internships. Most of these programs are offered through general education, distance learning courses or co-curricular opportunities, dual enrollment courses; some are available from community resources.

*** Practice B**

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

Allegheny County Schools ensure that diverse and effective instructional practices are being employed according to students' abilities, readiness, interests, and profiles. Content delivery is tailored through variations of the following:

- Individual/small group learning;
- Enrichment/extension activities;
- Curriculum compacting;
- Project-based learning;
- Internships;
- Alternative course delivery;
- Tiered assignments;
- Technology-enhanced activities;
- Varied texts;
- Learning contracts;
- Interest-based independent study projects.

Allegheny County Schools staff receive professional development focused on differentiation strategies from our AIG Coordinator in addition to other instructional support staff (e.g. instructional coaches, MTSS Coordinator, Exceptional Children's teachers, Multilingual Learner teachers). These staff members also support staff through the modeling of differentiation strategies within the classroom setting.

In addition, outside providers are contracted to provide professional learning on differentiation techniques when needs arise. These needs are based on data collected through needs assessments, walk-throughs, and formative assessment data.

*** Practice C**

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

Allegheny County Schools Curriculum Team (e.g. K-5 Director of Curriculum and Instruction, 6-12 Director of Curriculum and Instruction, AIG Director, EC Director, Associate Superintendent, MTSS Coordinator, Instructional Coaches) adopts and approves high quality evidence-based instructional resources to enhance instruction for all students including those that are gifted. During the approval process, core and supplemental instructional materials are examined for appropriateness in supporting our gifted learners. The AIG Director and Coordinator augment core instructional materials with evidence-based resources aimed at enhancing student learning (e.g. Jacob's Ladder, Engineering kits from the Boston Museum, FOSS and Science Research Associates (SRA) reading laboratories). While these resources are utilized in classrooms to enhance North Carolina State Standards, they also serve to support the unique needs of our gifted population while taking into account student interest and evidence of successful implementation.

In addition to purchased resources, the AIG Director and Coordinator share evidence-based practices and resources obtained during state and national conferences.

*** Practice D**

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

Allegheny County Schools gifted education program promotes future-ready thinking by providing opportunities for students that foster the development of critical thinking, communication, collaboration, creativity, curiosity, and leadership skills that are necessary for gifted students to reach their potential in a competitive global society. Through direct collaboration between the AIG Coordinator, classroom teachers, and instructional specialists, student development of future-ready skills in classrooms is promoted. Examples of experiences include students taking on leadership roles not only in their classrooms but in the school and district. Students have opportunities to lead parent/guardian teacher conferences, school assemblies and participate in school board meetings to share school-wide accomplishments. In addition, integrated units are designed that encourage thinking, questioning, and problem-solving. All students, including our gifted population, as part of our district's core instructional design, engage in educational experiences that encourage them to find problems and speculate on possible solutions.

Gifted students are also involved in numerous clubs and competitions that focus on critical thinking, communication, collaboration, and creativity, curiosity, and leadership. These include Battle of the Books, Math Olympiad, Robotics, Soil and Water, Envirothon, Mock Trial and STEM. Our schools also offer enrichment courses that incorporate coding, multimedia and web page design, marketing, engineering and project management.

Allegheny County Schools' is focused on ensuring that all students graduate from high school globally competitive for work and post-secondary education and prepared for a productive life in the future.

*** Practice E**

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

On-going formative and summative assessment data is used in all grade levels throughout Allegheny County Schools to provide educators with detailed information about students' progress in assimilating and expressing knowledge and skills. Well-designed formative assessments assess student progress and understanding of concepts and skills so that teachers are able to tailor instruction to enhance learning. Summative assessments, i.e. NC End of Grade and NC End of Course tests provide useful information to educators on how students display their knowledge for comparative purposes.

Formative and summative data provide teachers with the ability to monitor what students know and how they demonstrate skills and comprehend content. Based on student performance, students are clustered in instructional

groups and differentiated instruction is planned and delivered as reflected in the student's plans. Teachers and administrators use student, class, school and district reports to monitor progress; early intervention and enrichment activities become routine means of differentiating curriculum and instructional strategies for all learners.

Monthly data meetings occur at each individual school to evaluate collected data. This process ensures students are placed in the correct intervention, enrichment, or acceleration groups. The data meetings are a collaborative process in which teachers, instructional coaches and AIG specialists have conversations to determine the most effective flexible grouping arrangements based on the readiness, interest and learner profile.

*** Practice F**

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

Allegheny County Schools' recognize the impact that a well-functioning MTSS can have on the academic, behavioral, and social-emotional well being of students. Our district MTSS team includes the AIG Coordinator, AIG Director, Exceptional Children's Director, Curriculum and Instruction Director, and the Director of Student Services. This team collaborates to support and strengthen system changes. In addition, each school has a Multi-Tiered System of Support team in place that includes the AIG Coordinator, instructional specialists, the school psychologist, and counselors. These teams collaborate to support the academic, behavioral, and social-emotional needs of all students including those that are gifted. Tiered support for our gifted population is provided within the core classroom, enrichment pullouts, and the school as a whole.

The social-emotional needs of gifted students must be met in order for students to positively adjust to the learning environment. Students who understand themselves and others function effectively, productively and appropriately in social environments and are able to express themselves in an appropriate manner. Approaches and strategies must be specific to the needs of high-potential students and be sensitive to culture, socio-economic status, and gender.

Allegheny County Schools' utilize the following approaches within core instruction to meet the unique social-emotional needs of our gifted population: High-quality guidance classes;

- SEL curriculum (e.g. Second Step, Everfi, Character Strong, and Sanford Harmony);
- Flexible, clustered grouping arrangements with peers of similar achievement levels and interests;

- Flexible pacing of curriculum;
- Appropriate challenge levels.

In addition to core, supplemental and intensive social-emotional supports are in place and include:

- Affective lessons focused on asynchronous development, peer relations, college and career planning, multiple intelligences, multiple perspectives, gifted traits, and growth mindset;
- Counseling services that are sensitive to diversity with interventions that recognize the challenges related to cultural, language and socio-economic variances;
- Small group and individual counseling services that are tailored to address common concerns that specific groups of gifted students share (e.g. perfectionism, anxiety, peer relationships and coping with stressors).

* **Practice G**

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

Alleghany County Schools recognizes that when high-ability children are identified in the early grades, an advanced differentiated education program designed to meet their unique needs will greatly enhance strengths and identify areas for potential growth. Experiences/activities that involve rigorous curricular work at a very young age enhance opportunities for acceleration and enrichment in later grades. In each of our schools, the AIG Coordinator works alongside classroom teachers to plan for and/or provide talent development opportunities for all K-3 students to include activities that foster curiosity, problem-solving, creativity, and advanced thinking (e.g. Genius Hour, project-based learning).

Through the implementation of these differentiated instructional activities/strategies, potential giftedness is fostered and early indicators of giftedness can often be identified. As these early indicators of giftedness become evident in students, the AIG Coordinator and classroom teachers make a recommendation for students to join a K-3 nurturing group. Students who exhibit these advanced skills receive small group instruction provided by the AIG Coordinator. The focus of instruction is on strengthening problem-solving and critical thinking skills. Due to students' rapidly changing academic, intellectual, and social-emotional development, the groups are fluid.

* Practice H

Develops and implements differentiated curriculum and instruction that addresses the academic and intellectual needs of gifted learners, across all grade levels, through collaboration with a variety of personnel based on student needs.

Allegheny County Schools' AIG Coordinator collaborates with classroom teachers, school support personnel (e.g. Exceptional Children's teachers, Multilingual Learner teachers, Media Coordinators), and instructional specialists to help plan for the academic and intellectual needs of gifted students. The coordinator works alongside the MTSS Team to analyze data and assist with differentiation practices. In addition to planning, data analysis, and reflection of practices with teachers, support staff, and instructional specialists, the AIG Coordinator collaborates with stakeholders to plan for differentiation in the following ways:

- Modeling, coaching, and following-up with teachers on differentiation practices;
- Collaboration with K-3 classroom teachers (e.g. talent development services, nurturing groups);
- Collaboration with the Student Services Department to plan for differentiated social-emotional learning;
- End of year transition meetings (e.g. third to fourth, fifth to sixth, and eighth to ninth).

At the district level the AIG Director meets with the following stakeholders to allow for meaningful conversations in regards to advanced learners needs:

- Curriculum and Instruction, Leadership, and MTSS teams to advocate for differentiated curriculum;
- EC Director to ensure twice-exceptional students' needs are not overlooked;
- AIG Coordinator on a monthly basis to provide updates on gifted education, review of best practices, and program implementation.

* Practice I

Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match

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

Allegheny County Schools will appropriately differentiate instruction for gifted students within the regular classroom and seek extended learning opportunities as appropriate.

The match between student need and appropriate service delivery option(s) will be based on the data gathered during the student search and the nomination process. Decisions of the AIG team will be documented. Parents/guardians and nominating teachers will be notified of the recommended student-to-service match and invited to participate in the development of an Differentiated Education Plan (DEP). The DEP articulates the goals and objectives of the service option(s), the service delivery implementation plan and the manner in which student progress will be assessed. Strategies are designed to provide appropriate content modifications in a learning environment conducive to advanced differentiated instructional practices. Special program options will be determined by the student's demonstrated abilities and/or performance, as well as the student's social and emotional needs. Regular education has an integral responsibility to appropriately differentiate instruction for gifted students. The AIG team supports and collaborates with the regular classroom teachers to address the needs of gifted students by providing additional resources, concept-based units of study, co-teaching and/or professional development in advanced differentiated instruction, high-end teaching/learning strategies and social emotional issues of gifted students. Signatures documenting participation in the development of the DEP will include: parent, AIG team member and student's regular teacher. Copies are provided to the students' parents/guardians and teachers.

Annual Review:

The progress of each student participating in advanced differentiated services will be reviewed at least annually through ongoing discussions/conferences with teachers, progress reports, report cards, and North Carolina End-of-Grade Test scores. Where evidence reflects a positive growth in student performance, parents/guardians are notified and continued placement is recommended in those options. Should a change in differentiated services be warranted, the AIG and regular education team may amend the Differentiated Education Plan.

Rising ninth grade students and parents are invited to attend a College and Career Ready meeting with high school personnel to discuss high school gifted education options. The educational plan outlined during this meeting allows for students to graduate with advanced courses, increased course credit and CTE certifications.

* Ideas for Strengthening the Standard

Focus on differentiation strategies/practices for classroom teachers

Increase hands-on learning opportunities for all students

Provide opportunities for low income students to have access to advanced learning resources




Planned Sources of Evidence

* Master schedule that allows for differentiation

* STEM Projects

* Challenge Board

Documents

Type	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A	 Master Schedule  STEM Project Participation  AIG Challenge Board

Standard 4: Personnel and Professional Development

Alleghany County Schools (030) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

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 AIG Coordinator position is “housed” in the Student Services Department and is a full time position held by an AIG licensed educator. The Director of Student Services and the AIG Coordinator work collaboratively with the school staff, administrators, the district level instructional support team and community members to create a system-wide comprehensive AIG program.

The AIG Coordinator ensures consistency in the implementation of the AIG plan. The Coordinator provides enrichment pull out services to identified students and talent development enrichment for grades K-8 at our three K-8 schools. The AIG Coordinator also supports classroom teachers in differentiating curriculum and instruction. Alleghany Schools also employs a teacher at the high school level who has undergone local gifted education training. The AIG director guides the district team, while the AIG Coordinator oversees the K-8 and high school AIG review teams, which are responsible for student identification and services. The AIG Director and Coordinator oversee the district and school level AIG head counts and allocating budget resources.

The AIG Coordinator communicates with parents of identified students through newsletters, emails, phone calls, and meetings. Meetings are held for parents of newly identified students to communicate the services offered by Alleghany Schools and their child’s unique needs.

* Practice B

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

Alleghany County Schools believes that a comprehensive education plan for gifted students is only as effective as the AIG staff that lead the program's design and implement the service delivery plan. All professionals who are assigned to work with K-12 gifted students must possess the skills and requisite knowledge to implement the advanced differentiated program designed to respond to the students' academic and social-emotional needs.

Licensed AIG teachers and specialists understand the meta-cognitive processes of the AIG learner and appreciate the impact that external factors such as development, culture, language proficiency, socio-economic level, etc. affect the learning process. The AIG Coordinator assists teachers in locating and adapting resources to meet the needs of advanced students. The AIG Coordinator, along with the school level instructional staff, collaborate to develop and apply strategies to ensure a rigorous and relevant program of study for all K-12 advanced students.

Key personnel are required to implement a comprehensive program for gifted students. A comprehensive understanding of and proficiency in the following tasks which explicitly address the academic, intellectual, social, and emotional needs of gifted learners is expected among all AIG staff:

- Collaborate with classroom teachers on referral process for AIG program;
- Facilitate meetings with parents/guardians and teachers to develop the Differentiated Education Plan;
- Articulate with school personnel characteristics of gifted children using assessment criteria and observations of learning behaviors;
- Develop the professional development designed to meet the unique academic and social-emotional needs of K-12 gifted students;
- Collaborate with teachers on integrating advanced learning activities for K-12 advanced learners;
- Evaluate student success using formative and summative data and adjust/modify curriculum where necessary;

- Model strategies and techniques and coach teachers in the use of integrated gifted education methods and modifications;
- Collaborate with instructional specialists regarding the needs of gifted learners and the resource materials required to meet those needs;
- Facilitate the programming, including flexible cluster-grouping options in heterogeneously or homogeneously grouped classrooms;
- Provide and/or plan academic services that are specifically designed for the identified academic needs of K-12 gifted students;
- Participate in ongoing professional development for the advancement of gifted education;
- Communicate with parents/guardians regarding services and opportunities for gifted children;
- Lead discussions with parents/guardians and teachers on developing the DEP's.

*** 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.

In order to assure the quality of Allegheny County Schools educational personnel, the school system is committed to providing an ongoing and comprehensive plan for professional development. The district considers professional development a key feature of its plan for expanding options for gifted/advanced students and crucial for successful implementation of the gifted program.

Efforts toward the development of AIG licensed professionals through ongoing personnel preparation in gifted education is encouraged and supported. In collaboration with NWRESA, educators will be provided the opportunity to obtain AIG certification. This will be funded and encouraged by Allegheny County Schools.

In addition, Allegheny County Schools will offer in-service opportunities for all educators who serve AIG students, including, but not limited to classroom teachers, instructional specialists, student services personnel, and school

administrators.

Professional development for teachers of gifted learners are designed to include the following:

- Expand teachers' backgrounds in content areas;
- Infuse rigor throughout the curriculum;
- Increase investigative, problem-based learning opportunities;
- Increase methods of differentiation and strategies appropriate for gifted students;
- Generate enthusiasm for programs that provide differentiated learning opportunities for a wide range of student abilities and needs;
- Contribute to an overall purpose of renewal and revitalization throughout the total school program.

Allegheny County Schools is committed to improving the quality of services that our K-12 gifted population receives by engaging stakeholders in professional development opportunities both inservice as well as through collaboration with outside organizations. The following professional development offerings will be provided to expand staff's knowledge of the unique needs of gifted learners:

Teachers

- Identification-Awareness of potential advanced learners through recognition of unique characteristics of the giftedness;
- Nomination process-Through in-service professional development teachers will understand the nomination process for students who display characteristics of being gifted;
- Differentiation-Understanding of differentiation and how to implement best practices within the classroom;
- Co-teaching strategies within clustered classrooms in which the AIG Specialist “pushes” into;
- Serving and meeting the needs of underrepresented students (e.g. Multilingual Learners, twice exceptional);

- Gifted education within a Multi-Tiered System of Support.

Instructional Specialists

- Serving and meeting the needs of underrepresented students (e.g. Multilingual Learners, twice exceptional);
- Identification-Awareness of potential advanced learners through recognition of unique characteristics of the giftedness;
- Gifted education within a Multi-Tiered System of Support.

Student Services Personnel

- Gifted education within a Multi-Tiered System of Support;
- Recognizing the social-emotional needs of gifted learners and providing services that meet those needs.

Administrators

- Gifted education within a Multi-Tiered System of Support;
- The role of administrators in the implementation of the local plan and how to successfully implement the plan within their schools.

*** 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.

Special attention will be given to K-12 AIG student schedules to ensure they are placed with like-ability peers in courses taught by educators who have met Alleghany County School's professional development requirements; add-on license from an IHE or completion of certification courses through NWRESA. These teachers and support personnel require specific knowledge and skills to provide developmentally appropriate, differentiated and challenging instruction in classrooms.

Allegheny County Schools program for K-12 gifted students will continue to develop and support a cadre of well-prepared teachers and a school and district instructional support team to meet the needs of talented, advanced, and gifted students. In order to provide effective services for meeting the unique needs of gifted learners, Allegheny County Schools will focus on identifying highly qualified personnel whose responsibility is to provide instructional services to gifted students. In order to assure the quality of educational personnel, the school system is committed to providing an ongoing and comprehensive plan for staff development.

Our district considers staff development a key feature of its plan for expanding options for the highly able students it serves and its importance for successful implementation of the Gifted Education Program. Professional qualifications guide the hiring practices of personnel who are assigned to work with gifted and highly able students. A focused and deliberate effort is in place to create a large pool of teachers who can skillfully educate and serve AIG students in the following ways:

- Differentiated instructional services;
- Talent development strategies in K-3 classrooms;
- Co-teaching with the AIG Specialist in clustered classrooms;
- Providing the unique service needs to under-represented populations;
- Supplemental services within a Multi-Tiered System of Support;
- Social-emotional services ;
- Honors and AP classes;
- Acceleration through compacted curriculum.

*** Practice E**

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

Allegheny Schools recognize the importance of having AIG licensed teachers in our classrooms. To recruit teachers within our district to earn their AIG add-on license, the district has partnered with NWRESA to provide regional professional development to prepare teachers and other support staff to earn an AIG add-on license through the Praxis exam. By completing the NWRESA AIG professional development teachers earn a certification to work with AIG students anywhere within our RESA based on an agreement. In addition to professional development, Allegheny County Schools strives to recruit and retain AIG licensed staff through:

- ? Embedding AIG related questions within the interview process
- ? Retention efforts to include increased classroom support that aligns with the AIG licensed teacher's classroom needs and ideas
- ? Cluster grouping identified students to better support high level differentiation, compacted curriculum, and acceleration
- ? Values and supports teachers of diverse backgrounds

* **Practice F**

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

Allegheny's gifted education professional development includes both local and state options in order to expand upon staff knowledge of equity and excellence as well as mindsets, policies, and practices. Learning opportunities focus on increased awareness of traditional and non-traditional characteristics, underrepresentation of diverse learners, and social emotional needs. These opportunities are provided through:

- Local professional development;
- State professional development;
- PLCs;
- Grade level meetings;
- Data meetings.

Learning opportunities also include key staff members such as Exceptional Children, Multilingual Learner, Instructional Coaches, School Counselors/Mental Health, and Title I staff.

*** 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.

Allegheny County Schools' gifted education professional development opportunities are aligned with district initiatives and are designed to increase the effectiveness of all educators. Sessions are planned to reflect relevant knowledge and integration of evidence-based skills and strategies that offer a variety of differentiated options to meet the needs of varied learner profiles. A collaborative relationship between the AIG Coordinator and instructional support staff allows for tailored PD opportunities that integrate best practices for gifted learners into district provided sessions. The AIG Program, in collaboration with the Curriculum and Technology Departments, participates in inservice training opportunities to enhance instruction for all students, including our gifted population. These opportunities are based on feedback from the Teacher Working Conditions Survey, formative and summative test data, Allegheny County Schools Strategic Plan, and state-led initiatives. Our current professional development opportunities are focused on total school improvement within a Multi-Tiered System of Support. Through this framework, opportunities are provided for teachers to strengthen core instructional strategies for all students including providing differentiation tailored to meet the needs of gifted learners. Following professional learning teachers are given time to apply what they learned and feedback and support is given through coaching cycles. In addition, state provided professional development opportunities that support best practices are considered.

*** Ideas for Strengthening the Standard**

Create a Canvas course that all staff who serve gifted clusters will participate in.
Expand professional development opportunities for all staff
Targeted data meetings that look at gifted students growth and/or needs

Planned Sources of Evidence

* Cluster Grouping

* Expanded professional learning opportunities for staff

* Employment of specific AIG personnel

* Local Canvas course/NWRESA certification

Documents

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

Standard 5: Partnerships

Alleghany County Schools (030) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

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.

The AIG Coordinator develops intentional two-way partnerships with parents/guardians of K-12 gifted students. The following are ways in which two-way communication occurs:

- Input is solicited through parent/guardian meetings and annual reviews;
- Meeting with parents/guardians on an annual basis to review and update the DEP;
- Sharing information with parents/guardians regarding special events (e.g. Math Counts, College trips, competitions, apprenticeships).

Parental/guardian involvement is an essential component of our AIG Program. Surveys are administered to parents/guardians to gather input that is used for the purpose of improving AIG programming and services. Parent/guardian input is gathered to plan opportunities which include:

- Competitions;

- Projects;
- Parent nights;
- STEM nights;
- Community projects.

In addition to surveys, Allegheny County Schools AIG Program supports parental/guardian involvement through our AIG Parent/Guardian Advisory meetings. These meetings provide opportunities to share information, gather feedback, and give parents/guardians a voice. These meetings provide a platform to both develop and strengthen two-way partnerships.

*** 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.

Allegheny County Schools recognize that partnering with community stakeholders with regard to program goals and services, is a critical aspect to enhance our gifted education programming.

Collaboration with the following community stakeholders helps Allegheny's AIG program identify opportunities available to our gifted students:

- ? NWRESA - provides opportunities for teachers to earn regional AIG certification
- ? Wilkes Community College- provides acceleration opportunities through dual enrollment
- ? Blue Ridge Electric (Leadership Track)- offers workshops, camps and scholarships that encourage leadership development, resume building and college preparedness
- ? Gear-Up- provides data-driven college access services, based on need, to students, their families, and educators in target schools.

? Local businesses- provide internships to expand students' knowledge and passions

? Alleghany Educational Foundation: provides scholarships, workshops and mentors for students

*** Practice C**

Establishes and utilizes an advisory group to develop, implement, monitor, and revise the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents/guardians, AIG teachers, and other instructional and support staff.

The Parent/Guardian Advisory Council is led by the AIG Director and Coordinator. Members include parents/guardians from each of our four schools, administrators, community members and general education teachers. Alleghany County Schools AIG Program ensures that our Advisory Council includes stakeholders who reflect the diversity of AIG parents/guardians and community. This leads to council members who are better prepared and more strongly committed toward ensuring the equity of programs and services.

Parent/guardian representatives volunteer to serve on the council by responding to a request sent by the AIG Coordinator. Because Alleghany is a small LEA, all parents who volunteer are typically included. In a situation in which we have too many volunteers, parents/guardians would be selected based on the need for grade level representation.

The AIG Director and Coordinator actively seek individuals from the community who represent a diverse group of community-based individuals that will actively participate in the development, implementation, monitoring, and revising of the local AIG Program and plan (e.g. Director of the Alleghany Campus Wilkes Community College, local employers).

Alleghany County Schools Parent/Guardian Advisory Council meets twice a year to provide feedback on the local plan and assist in guiding the AIG Program. The advisory group uses their first hand experience as well as survey data from teachers, students, and parents to make recommendations during the advisory meetings. The discussions during these meetings ensure the AIG plan is being followed and adapted to fit the needs of our student population.

* Practice D

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

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

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

Allegheny County Schools recognize that clear information with regard to program goals, the AIG plan and other policies is a critical aspect of gifted education programming. Articulated information regarding the program's strengths and areas of need shared with all stakeholders results in greater advocacy for gifted services. Research clearly indicates that effective communication is critical to the success of any program.

Information about all aspects of the program and its services is communicated to all groups of constituents: students, parents/guardians, general educators, gifted educators, administrators, board of education members, and the Department of Public Instruction. Various means of electronic, print and verbal communications ensure that mechanisms for giving and receiving information/input are in place.

Communication regarding program services, policies, information about available opportunities, and program accomplishments are delivered via the following formats:

- District website;
- Automated calls;
- Emails;
- Virtual meetings'
- Staff meetings to share information (e.g. Local AIG Plan, nomination process, AIG Program updates);
- Printed brochures are available at all schools as well as on the AIG Program website;
- Newsletters;
- Parent/guardian meetings;
- School hosted parent nights (e.g. Back-to-School Open House, STEM Expo, Literacy Fair);
- Advisory Council;
- School board presentations.

Translation for all communication is provided for non-native speakers.


*** Ideas for Strengthening the Standard**

Translation of all AIG documents
Update all documents to reflect the 22-25 AIG Plan

Planned Sources of Evidence

- * Stakeholder surveys
- * District webpage
- * Established AIG Advisory Group

Documents

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

Standard 6: Program Accountability

Alleghany County Schools (030) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

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]), which has been approved by the local board of education and sent to SBE/DPI for review and comment.

Alleghany County Schools AIG Plan is developed every three years with the input of our AIG Programs Advisory Council. Our council includes the AIG Director and Coordinator, regular education teachers, school administrators, district administrators, and parents/guardians. Based on the feedback gathered from the council, the AIG Plan is revised, submitted to Alleghany County Schools Board of Education for approval, and then submitted to the Department of Public Instruction for review. After the initial development of the plan, the council meets throughout the year to evaluate the plan and provide feedback for the next revision cycle. Alleghany County Schools AIG plan is aligned with state and local legislation and policies which include:

- A definition of giftedness;
- Criteria for identification;
- Use of multiple criteria (e.g. achievement and aptitude assessments, performance, behaviors/characteristics);
- Identification and placement recommendations matched with appropriate service delivery programs;
- Provisions for an appropriately rigorous differentiated curriculum in specific area(s) aligned with students' diverse academic needs;
- Equitable decisions for identification and placement that address the diverse needs of typically underrepresented populations of gifted students;
- Procedure to resolve disagreements.

*** 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.

Allegheny County Schools AIG Program relies on continuous monitoring for program improvement. Implementation of the AIG Plan is monitored by the AIG Director in collaboration with other key stakeholders (e.g school administrators, district administrators, AIG Coordinator). The AIG Director monitors implementation in the following ways:

- Collaborates with the AIG Coordinator to provide periodic professional development sessions that reiterate and reinforce current legislation and state policies;
- Facilitates meetings with the AIG Advisory Council;
- Provides updates on the program to stakeholder groups (e.g district leadership team, MTSS teams, the board of education, AIG Advisory Council);
- Conducts regular meetings with the AIG Coordinator;
- Ensures school schedules adhere to the implementation of the AIG Plan.

In addition, the AIG Coordinator participates as a member of the district level instructional team. They monitor school-level compliance and fidelity and utilize the Multi-Tiered System of Support (MTSS) Team as a vehicle for communication and feedback to the program.

*** Practice C**

Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the local AIG plan in accordance with state policy.

The North Carolina Department of Public Instruction and the Allegheny County School system recognize the importance of both state and local funds for our AIG Program. The AIG budget is one of the most critical components to support the efforts of gifted education programming. Budgets are developed and monitored by the Director of Student Services in conjunction with the Director of Finance. All budget expenditures align with state policy to assist in accomplishing the program's goals and objectives, reflecting integration with the total school curriculum. The budget

aligns completely with the program's gifted services and is monitored regularly for accuracy and accountability. The overwhelming majority of AIG funds are used for AIG certified teacher positions.

*** Practice D**

Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.

Allegheny County Schools maintains and analyzes student performance growth reports from multiple sources. Since all general and gifted education teachers and administrators are focused on increased student achievement for all students, including gifted education students, formative and summative assessment reports are disaggregated to ensure growth among gifted and advanced student sub-populations. Formative assessments are scheduled regularly throughout the year and summative assessment data is collected annually across all grade levels beginning with grade three.

School level data teams meet monthly to analyze individual student score reports to ensure AIG student needs are being met through an appropriate service match, taking into account the holistic needs of gifted children. The data team disaggregates a variety of data during MTSS meetings to explain school and district trends, paying close attention to underserved populations. The team analyzes assessment data along with other indicators of student performance such as the number of students participating in dual enrollment, college acceptance information, scholarship information and qualitative data regarding social and emotional needs. This information is used to inform mindsets, policies, and practices for equity and excellence and drive program improvement.

The AIG Director monitors AIG students who are at risk for dropping out through close collaboration with high school counselors and at-risk reports available in PowerSchool. When students are identified as potential drop-outs, intervention efforts are made to keep these students in school. In addition, when test data is released, the AIG Director works alongside the Director of Testing and Accountability to analyze dropout data for our AIG population. Data analysis includes looking for trends and identifying potential risk factors.

*** 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.

Alleghany County Schools AIG Program recognizes that underrepresented populations are often overlooked for gifted referral, identification, services, and retention. Because of this, our program maintains and analyzes multiple data sources to guide decisions on the referral, identification, services, and retention of students within our AIG Program to ensure equity among all students.

The AIG Director and Coordinator analyze data pulled from Powerschool looking for the ratio of the total student population in comparison to the AIG headcounts that are conducted in November and April of each year. The information gleaned from these counts gives us a good look at the demographics of the AIG students in Alleghany County Schools. Headcount data related to gender, race, and ethnicity are reviewed. Prior headcounts are used to look for trends in these areas to help ensure equitable participation in gifted education are being offered for underrepresented populations. During this process, student rosters are verified as correct in PowerSchool and the counts are submitted to the Department of Public Instruction for approval. This process as well as the analysis of trends from year-to-year help Alleghany County Schools AIG program work toward equity within our program.

In addition, each school's MTSS Team including the AIG Coordinator closely monitor the following data points to guide AIG decisions regarding referral, identification, services, and retention:

- Referral documentation that includes a student rating scale
- CogAT
- EOGs/EOCs
- PreACT/ACT subtests
- Classroom grades
- Student work samples
- Student academic interest
- Formal observation scales
- Classroom performance indicators
- Checklist data (e. g. student motivation, behaviors)
- Needs Assessment
- Exit Interview

The AIG Coordinator and MTSS Teams closely monitor academic performance on an on-going basis through data gathered from a continuum of both formative and summative assessments (e.g. iReady, benchmark assessments, classroom assessments, EOGs, EOCs). Results from these data sets assist in monitoring the performance of underrepresented populations. Using these results program practices are altered as needed.

While we recognize that students' racial, ethnicity, economic situation, demographic factors, exceptionalities, and language differences should not reduce access and participation in gifted education, our overall student population is not diverse. Allegheny County Schools is a small LEA consisting of a 21-22 student enrollment of 1446 students. Demographic data gathered from PowerSchool breaks the demographics into the following:

- Females-49%
- Males-51%
- Asian-.1%
- Black of African American-.5%
- Hispanic-27%
- American Indian/Alaskan Native-.1%
- Two or More-2%
- Native Hawaiian/Pacific Islander-.2%
- White-70%
- Economically disadvantaged-70%
- Multilingual Learners-7%
- Exceptional Children-16%
- Gifted-6%

Of the 6% who were identified as gifted:

- Females-50.5%
- Males-49.5%
- Asian-1%
- Hispanic-10%
- White-89%-
- Multilingual Learners-0%
- Exceptional Children-0%

While the data above shows equitable access among gender, overrepresentation among white students and underrepresentation among MLs and EC students is apparent. We will continue to closely monitor data in an attempt to work towards equitable services among under-represented populations.

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Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	---	---	---	---	8.15%
Male	---	---	---	---	---	---	7.77%
Total	---	---	---	---	---	---	7.95%

Percent of Total AIG Students Identified as Dual Exceptionality

*** 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.

Collaboration between Allegheny County Schools Human Resources Department, administrators, and the AIG Coordinator ensures fidelity in maintaining and monitoring the credentials of teachers instructing AIG students. The personnel department maintains current records on each employee and encourages additional certifications in all areas including AIG.

Licensure and professional development completion information is shared during MTSS meetings to assist with aligning the goals of the AIG plan. The team works with administrators to discuss needs of the program and to determine appropriate placement for gifted and advanced learners.

*** Practice G**

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

Communication among stakeholders (e.g. students, parents/guardians, general education teachers, building administrators, gifted education teachers, central office administrators, local Board of Education members and DPI) are open and transparent. The following strategies are utilized to gather feedback in regards to the implementation and effectiveness of Alleghany County Schools AIG Program:

- Feedback via face-to-face meetings (e.g. open house, DEP annual meetings);
- Email messaging between parent(s)/guardian(s) and the AIG Coordinator;
- AIG teacher meets with classroom teachers on a regular basis to gather instructional feedback;
- Surveys conducted with students, teachers, and parents/guardians;
- Feedback from district team members (e.g. Curriculum and Instruction Team, District MTSS Team, and District Leadership Team).

Alleghany County Schools and the AIG Program staff fully recognize that stakeholder feedback is an integral part of the program development cycle.

*** Practice H**

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

The Allegheny County Schools AIG Program facilitates comprehensive evaluative procedures every three years to substantiate and/or modify program identification, curriculum service delivery models, and other program components. Through theoretical-based study, each program component has been planned, revised, evaluated, and monitored for effectiveness and impact on student academic performance and social/emotional growth. Based on the Allegheny County Schools mission and philosophy, the AIG Program goals, policies and procedures reflect evidence-based practices for gifted students. Comprehensive evaluation measures include the following data sources:

- EOG/EOC test scores;
- Benchmark scores;
- Grade performance;
- AIG performance;
- AIG administered tests;
- Portfolio submissions;
- Advisory group feedback;
- Feedback from PLC and leadership team meetings where data discussions occurred.

These indicators are utilized to assist with comprehensive program improvement.

Testing and placement data are examined to ascertain the nature and compliance of placements, providing insight into the number of students who fall below acceptable performance levels and require academic advisement.

At the school level, the MTSS team serves as an essential source of feedback. At the district level, the leadership team serves as a "checks and balances" team. Monitoring and adjusting is often imperative at the district level.

* **Practice I**

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

Allegheny County Schools shares all data from our local AIG program evaluation with a variety of stakeholders to include school and district personnel, students, parents/guardians, and community stakeholders. Evaluation data is collected and published via the district AIG webpage, newsletters, all calls, and local Board of Education meeting minutes. During the program evaluation period, feedback is gathered via anonymous surveys from students, teachers, parents/guardians, and school and district leaders. In addition, feedback from the AIG Advisory Council is gathered

during team meetings. All information shared is done so in a confidential manner while adhering to FERPA and student confidentiality.

*** Practice J**

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

INFORMED CONSENT REGARDING IDENTIFICATION AND PLACEMENT

Parent(s)/guardian(s) who have reason to believe that their child may be gifted should discuss this with the classroom teacher and AIG Coordinator. After the meeting, if the data indicates possible giftedness a referral is made to the MTSS Team. When students are identified as gifted by the MTSS Team, the AIG Coordinator develops a Differentiated Education Plan (DEP) and meets with the parent(s)/guardian(s) to discuss the AIG Program and develop a service plan. Meetings are held on an annual basis to review the DEP and make service changes as needed.

REASSESSMENT PROCEDURES

During the screening and referral process, MTSS Teams may require additional assessment data in order to make an informed decision regarding a student's placement into the AIG Program. This may include readministering the same form of assessment as a student has previously taken. Prior to an evaluation, parent(s)/guardian(s) will be notified and given a consent to evaluate form. Parent(s)/guardian(s) have the right to refuse the evaluation. If, after all data is gathered, the MTSS Team does not believe gifted services are appropriate, the parent(s)/guardian(s) may choose to proceed with the Procedures for Resolving Disagreements listed below.

TRANSFERS FROM OTHER LEAS

Students who transfer into Alleghany County Schools with a gifted identification must meet the criteria presented in the ACS AIG Plan for formal identification. MTSS Teams will review all documentation and the AIG Coordinator will present the decision to the parent(s)/guardian(s).

PROCEDURES TO RESOLVE DISAGREEMENTS

According to Article 9B, governing the screening, identification and placement of students into services for the academically or intellectually gifted, a procedure for resolving disagreements between parents or legal custodians and the local school administrative unit shall be developed. A disagreement might arise when a child is not identified as an academically or intellectually gifted student. If the student was self-nominated or nominated by parent(s)/guardian(s) but not identified as needing differentiated services by the MTSS Team, inform parent(s)/guardian(s) of this decision by providing them the following:

1. Copy of Referral/Summary of Data Form
2. Copy of Due Process Procedures

If the student was identified, and the MTSS Team recommends a Differentiated Education Plan, parent(s)/guardian(s) of this decision by providing them the following:

1. Copy of Referral/Summary of Data Forms
2. Copy of Differentiated Education Plan
3. Copy of Due Process Procedures

If parent(s)/guardian(s) have disagreements regarding the nomination, identification, or service options, they are guaranteed the following due process procedures:

DUE PROCESS PROCEDURES

STEP I-MTSS Team

- The parent(s)/guardian(s) may make a request for a conference with the MTSS Team to discuss the concerns about the recommendation;
- MTSS Team reviews the student's record and their previous nomination, identification, and service option decisions. The committee may gather additional information about the student from teachers and/or parent(s)/guardian(s) as needed. The Referral/Summary of Data Form may be updated;

- MTSS Team grants the conference within five school days of request and responds to parent(s)/guardian(s) in writing within five school days of the conference;
- If the disagreement is not resolved at the MTSS Team conference, then proceed to Step II-Principal Conference (unless the principal of the school was in the MTSS meeting).

STEP II-Principal Conference

- The parent(s)/guardian(s) may make a written request within 30 days for a conference with the principal;
- Principal reviews the recommendation with the MTSS Team chairperson;
- Principal grants the conference within five school days of request and responds in writing within five school days of the conference;
- If the disagreement is not resolved at the principal conference, then proceed to Step III-Appeal to the AIG Director.

STEP III-Appeal to the AIG Program Director (Director of Student Services)

- The parent(s)/guardian(s) may appeal the principal's decision in writing to the AIG Director within five days of receiving the response;
- AIG Director reviews the grievance within five days of receipt of the appeal;
- AIG Director responds in writing to the parent(s)/guardian(s) and principal concerning the outcome of the review within 10 school days;
- If the grievance is not resolved at STEP III, then proceed to STEP IV-Appeal to the Superintendent.

STEP IV-Appeal to Superintendent

- The parent(s)/guardian(s) may appeal the decision of the AIG Director to the Superintendent within five days of receiving the response;
- The superintendent reviews the grievance within five days of receipt of the appeal;

- The Superintendent responds in writing concerning the outcome within ten school days to the parent(s)/guardian(s) and principal;
- If the grievance is not resolved at STEP IV, then proceed to STEP V-Appeal to the Board of Education.

STEP V-Appeal to the Board of Education

- The parent(s)/guardian(s) may appeal the decision of the Board of Education within five days of receiving the response;
- The Board of Education reviews the grievance within five days of receipt of the appeal;
- The Board of Education responds in writing concerning the outcome within ten school days to the parent(s)/guardian(s) and Superintendent;
- In the event that the local grievance procedure fails to resolve the disagreement, then the state level grievance procedure would be implemented.

State Level Grievance Procedure

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

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*** Ideas for Strengthening the Standard**

- Greater monitoring of the representation and retention of underrepresented populations;
- Continued input from stakeholders to drive program improvement.

Planned Sources of Evidence

- * Stakeholder surveys
- * Changes in programming and services to meet the needs of AIG students
- * Data regarding referral and identification trends based upon demographics and subgroups
- * Analysis of enrollment data of upper-level coursework
- * Follow-up interviews with AIG drop-outs


Documents

Type	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A	 Staff Survey

Local Board of Education Approval

Allegheny County Schools (030) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1



* Approved by local Board of Education on:

06/14/2022 

Original Application Submission Date: 06/15/2022












Revision Submission Date: 05/01/2023



Documents

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 Local Board of Education Approval Template	 AIG Approval

AIG Related Documents

Allegheny County Schools (030) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1


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	 AIG Approval
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	 AIG FAQ Sheet  AIG Identification Flowchart  AIG Identification Rubric
AIG Standard 2 Additional Resources	N/A	 AIG Webpage  Master Schedule  WIG Goal Setting Sheet
AIG Standard 3 Additional Resources	N/A	 Master Schedule  STEM Project Participation  AIG Challenge Board

AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	 AIG Webpage
AIG Standard 6 Additional Resources	N/A	 Staff Survey

Glossary

Alleghany County Schools (030) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

Phrase	Definition

 The Local AIG Plan glossary is provided in an uploaded document.