

Mission/Vision Statement and Funding

**Alleghany County Schools (030) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

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

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

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

\* Mission and/or Vision Statement(s)

The 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. Alleghany 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 2025)**

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 82,056.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

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, including universal screening, for every student to show their strengths and talents.

At Allegheny County Schools, we believe that every student deserves the opportunity to demonstrate their strengths and talents. Our screening and referral processes are designed to reduce bias and ensure the identification of gifted students from all backgrounds, including those from diverse socioeconomic, cultural, or linguistic groups, and students with disabilities. By using a range of academic, behavioral, and observational data points, we ensure that multiple indicators of giftedness are used to give each student the opportunity to demonstrate their abilities.

**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. Through various assessments and observations, we aim to capture a full picture of each child's strengths. This process includes:

- iReady Assessments (administered to all students at the Beginning, Middle, and End of Year);
- Kindergarten Entry Assessments;
- Student Work Samples;
- Student Academic Interests;
- Teacher Recommendations;
- mClass Data;
- Formal Observation Scales.

**4-12:**

Beginning in 4th grade, all students participate in the Cognitive Abilities Test (CogAT) as a universal screener at the start of the school year. This ensures that every student, regardless of background or previous performance, has access to identification for AIG services. In addition to CogAT scores, the following data points are used to determine gifted placement:

- CogAT scores (90% and above);
- 3rd grade EOG scores (90% and above);
- iReady Assessments (administered to all students at the Beginning, Middle, and End of Year);
- Student Performance (e.g., grades);
- Teacher Observation Forms (assessing student behaviors, motivation, and interests);
- Teacher Recommendations;
- Nominations by staff members or parents.

**Beyond 4th grade, we continue to use multiple indicators for identification, which include:**

- CogAT scores (90% and above), with reassessment opportunities available as needed;;
- Summative test data (EOGs, EOCs at 90% and above);
- iReady Assessments (administered to all students at the Beginning, Middle, and End of Year);
- Student Performance (grades);
- Teacher Observation Forms;
- Nominations.

**Referral Process**

Referral documents are available on the district website and shared with school staff at the beginning of the school year. Parents, teachers, and staff can nominate students for AIG services based on observed gifted characteristics. Once a student is referred, the MTSS (Multi-Tiered System of Support) Team reviews the student's learning profile and analyzes a variety of data points, including:

**K-3:**

- iReady Assessments (BOY, MOY, EOY);
- Kindergarten Entry Assessments;
- Student Work Samples;
- Academic Interests;

- mClass Data;
- Formal Observation Scales.

**4-12:**

- CogAT scores (90% and above);
- iReady Assessments (BOY, MOY, EOY);
- Student Performance (grades);
- Teacher Observation Forms (Teacher Checklist);
- Summative Test Data (EOGs, EOCs at 90% and above);
- Nominations.

Data collected from screenings and referrals is thoroughly analyzed by the AIG Coordinator and the school's MTSS Team to ensure that students are appropriately identified and placed in gifted services.

**Parental Involvement**

We encourage parents and guardians to be active participants in the AIG process. If parents believe their child demonstrates gifted characteristics, they may request a referral through our online system or by speaking directly with their child's teacher. The partnership between home and school is vital in supporting the development of each student's unique abilities.

**\* Practice B**

Establishes a process and criteria for AIG student identification at all grade levels, K-12, that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

Alleghany County Schools uses a structured, equitable process to identify academically and intellectually gifted (AIG) students. Our identification system ensures all students, regardless of background, have multiple opportunities to demonstrate their aptitude, achievement, and potential to achieve. By employing both qualitative and quantitative criteria, we develop comprehensive learner profiles that guide placement in one of the five AIG areas.

**Areas of Identification**

Students may be identified in the following categories:

- *Academically Intellectually Gifted (AI): High intellectual capacity and high academic performance.*
- *Academically Gifted (AG): High performance in reading and math, demonstrating strong capacity for learning.*
- *Intellectually Gifted (IG): High intellectual capacity, scoring in the 97th percentile or above in composite aptitude, but not yet demonstrating high academic performance.*
- *Academically Gifted - Reading (AR): Exceptional strength in reading.*
- *Academically Gifted - Math (AM): Exceptional strength in math.*

**Identification Process by Grade Level Span**

**K-3 Identification:**

Students in grades K-3 are monitored for giftedness through ongoing assessments and observations. The following qualitative and quantitative data points are used to build a comprehensive understanding of each student's abilities:

- Kindergarten Entry Assessments (KEA);
- iReady Universal Screeners (BOY, MOY, EOY);
- Cross-grade work samples;
- Teacher recommendations;
- MTSS Team data and recommendations;
- mClass data.

**Screening and Criteria:**

Students who demonstrate performance two or more years above grade level enter the screening pool for gifted identification. The identification criteria are as follows:

- *Students who accumulate 18 points through aptitude and achievement or aptitude and gifted rating scales will be identified as Academically Intellectually Gifted (AI).*
- *Students scoring in the 97th percentile or above in composite aptitude but not qualifying through other measures will be identified as Intellectually Gifted (IG).*
- *Students accumulating 12 points through achievement and aptitude or gifted rating scales will be identified as Academically Gifted (AG).*

- *Students accumulating 6 points in a single subject area will be identified as Academically Gifted in Reading (AR) or Academically Gifted in Math (AM).*

#### **4-12 Identification:**

Students in grades 4–12 are identified using multiple data points to ensure a thorough evaluation. The Cognitive Abilities Test (CogAT) is administered universally in 4th grade to assess aptitude, providing all students the opportunity to be screened. Beyond this universal screening, students may be referred for AIG identification at other grade levels. If the referral process and accompanying data support further evaluation, the CogAT may be re-administered to assist in placement decisions.

#### **The following criteria are considered:**



- CogAT scores
- Summative test data (e.g., EOG, EOC) at the 90th percentile and above
- Student performance indicators (e.g., grades)
- Teacher observations and checklists assessing motivation, behavior, and interests
- Other academic assessments (e.g., i-Ready)

#### **Screening and Criteria:**

A points-based rubric is used to determine eligibility for gifted services:

- *Students who accumulate 18 points through aptitude and achievement or gifted rating scales are identified as Academically Intellectually Gifted (AI).*
- *Students scoring in the 97th percentile or above in composite aptitude will be identified as Intellectually Gifted (IG).*
- *Students who accumulate 12 points from achievement and aptitude data or gifted rating scales will be identified as Academically Gifted (AG).*
- *Students accumulating 6 points in a single subject area based on verbal or quantitative aptitude will be identified as Academically Gifted in Reading (AR) or Academically Gifted in Math (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, multilingual 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 the 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 2024-2025 school year was 1414, and the demographics were as follows:

- **Gender:** Females-47%, Males-53%
- **Race/Ethnicities:** Asian-.07%, Hispanic-30%, American Indian/Alaskan Native-.07%, Two or More-1.8%, Native Hawaiian/Pacific Islander-.2%, Black or African American-.4%, White-68%
- **Subgroups:** Economically disadvantaged-70%, English Learners-9%, Exceptional Children-14%, Gifted-6%
- Of the 6% identified as gifted:
  - Females-42%
  - Males-58%
  - 1% were Asian
  - 17% were Hispanic
  - 1% were Two or More
  - 80% 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. The Allegheny 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, AIG personnel will administer a battery of standardized tests, including an aptitude test, achievement tests, and the nonverbal section of the CogAT. The nonverbal test measures cognitive abilities such as pattern recognition, problem-solving, and logical reasoning, independent of language proficiency. This ensures that students who excel in non-verbal tasks but may struggle with language-based assessments still have the opportunity to be identified for gifted services.

Parental consent is required before testing, and once it is obtained, the results are reviewed by the MTSS Team for consideration. When necessary, relevant personnel, such as the Lead ML Teacher, EC Teacher, or Student Services staff, may be invited to assist in the decision-making process.

Additionally, it is essential that EC and ML teachers are fully aware of the characteristics of giftedness and the gifted referral process. To support this, we will provide focused professional development for both EC and ML teachers, enabling them to recognize the behaviors and traits indicative of giftedness, such as advanced creativity, problem-solving, and intellectual curiosity. These teachers will play an important role in the MTSS (Multi-Tiered System of Support) process when reviewing referrals for potential gifted students. Their insights will help ensure that twice-exceptional students and ML students are accurately identified using a comprehensive, multi-indicator approach.

Through this collaboration among the AIG Coordinator, EC, ML, and general education teachers, we ensure that all students—regardless of language proficiency or exceptionalities—have the opportunity to demonstrate their strengths and be considered for gifted services.

**Percent Ethnicity Identified as AIG**

Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %



<b>Female</b>	---	---	---	---	---	---	---	---	6.65%
<b>Male</b>	---	---	---	---	---	---	---	---	7.96%
<b>Total</b>	---	---	---	<5%	---	---	---	---	7.35%

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

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**\* 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/guardians, 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 receive a letter regarding the screening, identification, and referral processes prior to the CogAT given in the fall to 4th-grade students. This letter is provided to families in both Spanish and English. Meetings are also held at the beginning of each year to communicate 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, the 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 the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians 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, eligibility form, DEP, and other sources of data). If a student is identified, the information is also added into Powerschool/Infinite Campus to document the identification evidence and the DEP. All files (whether 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 and as needed throughout the year.

Parents/guardians have the opportunity to provide 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 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 the 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.

**\* Practice G**

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

Allegheny County Schools will appropriately differentiate instruction for all K-12 gifted students within the regular classroom and provide extended learning opportunities as needed. The alignment of student needs with appropriate service delivery options will be based on data gathered during the student search and nomination process. The AIG team will document decisions made and notify parents/guardians and nominate teachers of the recommended student-to-service match. Parents/guardians will be invited to participate in developing a Differentiated Education Plan (DEP) for each student. The DEP outlines the goals and objectives of the service options, the service delivery plan, and the methods by which student progress will be assessed. Strategies will focus on providing appropriate content modifications in a learning environment conducive to advanced, differentiated instructional practices. Special program options will be determined based on each student's demonstrated abilities, performance, and social-emotional needs.

Regular education teachers play a key role in differentiating instruction for gifted students. The AIG team collaborates with regular classroom teachers to address the needs of all K-12 gifted students by offering additional resources, concept-based units of study, co-teaching opportunities, and professional development in advanced differentiated instruction. This includes high-level teaching/learning strategies and support for the social-emotional needs of gifted students. Signatures documenting participation in the development of the DEP will include the parent, an AIG team member, and the student's regular teacher. Copies of the DEP will be provided to parents/guardians and teachers.

**Annual Review**

The progress of each K-12 student receiving advanced differentiated services will be reviewed at least annually through ongoing discussions with teachers, progress reports, report cards, and North Carolina End-of-Grade Test scores. When evidence shows positive growth in student performance, parents/guardians will be notified, and continued placement in these services will be recommended. If a change in services is needed, the AIG and regular education teams may amend the DEP.

Rising ninth-grade students and their 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 developed during this meeting ensures that students are prepared to graduate with advanced courses, increased course credit, and CTE certifications.

**\* Ideas for Strengthening the Standard**

- Implement Local Norms for Underrepresented Populations

**Planned Sources of Evidence**

*	Identification Rubric
*	Identification Flow Chart
*	District Website

Documents

Document/Link

Document Template

Type

AIG Standard 1 Additional Resources

N/A

 [AIG Identification Spreadsheet Rubric](#)

 [AIG Frequently Asked Questions](#)

 [AIG Screening & Identification Flowchart](#)

Standard 2: Comprehensive Programming within a Total School Community

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

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

**\* Practice A**

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

Allegheny 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 Allegheny 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 Support Specialists. The AIG Coordinator and Instructional Support Specialists 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 Alleghany to meet the varied needs of each school and student. Alleghany'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 WIN 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 the areas of Reading and Math. Identified students may also receive pull-out services based on the identification area during scheduled FLEX time. Pullouts 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 prepare to transition to high school. Counselors and AIG staff will assist students in selecting classes that align with their advanced learning needs. The AIG Coordinator will support counselors by sharing opportunities available to gifted students during this transition, including honors and advanced placement classes, dual enrollment, North Carolina School of Science and Math, Governor's School, Credit by Demonstrated Mastery, and NC Virtual Public School. Additionally, counselors and the AIG Coordinator will work together to identify underachieving AIG students who may need social-emotional support and goal-setting interventions.

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' advanced 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 AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel based on student needs.

Alleghany County Schools is committed to a system-wide approach that addresses the social and emotional needs of gifted students. To ensure gifted students reach their full potential, it is essential to purposefully integrate social and emotional support into programs and services designed for this population. A proactive support structure is established when school systems provide effective and targeted services.

Alleghany County Schools employs a proactive approach by utilizing the MTSS (Multi-Tiered System of Support) framework to guide comprehensive social-emotional services and supports across the school environment for all students, including those identified as gifted. The district recognizes that the social and emotional needs of gifted students require a collaborative approach supported by a variety of personnel, including counselors, general education teachers, gifted education specialists, and parents/guardians. System-wide SEL (Social-Emotional Learning) services and supports are addressed through the following tiers:

1. **Core Instruction:** Universal SEL instruction provided to all students through programs such as Second Step, guidance classes, and GRIT lessons.
2. **Supplemental Support:** Targeted small group interventions, such as Second Step, social stories, character education, resiliency training, and mindfulness activities, delivered by school counselors to address specific SEL skill deficits.
3. **Intensive Support:** Individualized interventions, such as one-on-one counseling, Functional Behavior Assessments (FBA), and Functional Behavior Plans (FBP), provided by school counselors and/or psychologists to address significant SEL skill deficits.

School-wide differentiated services, such as those at the supplemental and intensive levels, are designed to address specific social-emotional needs while fostering opportunities for gifted students with shared interests, abilities, and motivation to collaborate on appropriately challenging tasks. These services are determined through the analysis of data related to students' social-emotional needs, including observations and SEL surveys.

Stakeholders, including teachers and support staff, discuss students' needs during PLC (Professional Learning Community) meetings and collaboratively problem-solve to match students with appropriate interventions. If a student does not respond adequately to core and supplemental

instruction, the PLC refers the case to the school-based MTSS team (which includes an administrator, instructional specialist, counselor, psychologist, general education teacher, and EC teacher) for further problem-solving and individualized services.

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**\* Practice C**

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

Allegheny County Schools' comprehensive gifted plan outlines programs and services designed to identify and meet the needs of advanced and gifted students. These programs and services are directly aligned with the district's strategic plan and reflect practices and policies that enable all learners to reach their full potential.

A successful delivery model ultimately leads to increased student learning across the school and district. Opportunities for rigorous content, high expectations for critical and creative thinking, and problem-solving are objectives shared by both general and gifted educators. These goals are achieved through collaborative structures that include:

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

Through these collaborative structures, as well as conversations with other district stakeholders (e.g., Instructional Specialists, Director of Curriculum and Instruction, Technology Director, Accountability Director, Media Coordinators, etc.), the teaching and learning process for identified students is not isolated but instead reflects a connected and integrated effort across the district's instructional program. As educators become more aware of the strengths and needs of gifted students, they develop academic programs that respond to unique learning styles. These programs align with the NC Standard Course of Study while being linked to and supported by the district's comprehensive instructional framework.

**\* 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 recognizes that flexible grouping and pacing strategies are integral to supporting the learning needs of all students. Flexible grouping provides opportunities for students with similar achievement levels, abilities, or common interests to work together for a portion of



the school day or week. Research clearly shows that gifted and high-ability students experience significant learning gains when given opportunities to collaborate with intellectual peers.

The impact of grouping on gifted students is most effective when instruction is differentiated to meet their specific learning needs within the curriculum. Flexible clustering refers to the purposeful grouping of students to facilitate instruction at their demonstrated readiness level. These instructional groupings are dynamic and may occur within or across classrooms, or even between teams, allowing students to move in and out of groups based on their evolving needs and performance. Group placement may be determined by a student's ability or performance and, in some cases, may be provisional based on teacher recommendations.

Flexible pacing options ensure students are placed at an appropriate instructional level, creating an optimal match between their achievement and the curriculum. These options allow students to progress through the curriculum as they demonstrate mastery of content and skills.

Allegheny County Schools employs a variety of formal and informal evaluations to provide the data necessary for appropriately placing students in flexible groups that foster optimal success and growth. Ongoing formative and summative assessments are utilized across all grade levels to offer educators detailed insights into students' progress in mastering and applying knowledge and skills. The following data sources are used during PLCs to guide flexible grouping decisions:

- 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.

Effective service delivery for gifted and advanced students requires prioritization and consistent communication with all teachers, school administrators, and support staff regarding differentiated services, instructional practices, program regulations, and the local AIG plan. Clearly defining expectations for differentiated services and instruction helps all stakeholders understand their importance. A description of these differentiated services and the AIG program regulations outlined in the local AIG plan helps stakeholders understand the program's goals and purpose. Efforts are made to ensure the local AIG Plan is easily accessible to all stakeholders through the district website and other communication channels.

The AIG Coordinator and AIG Director ensure all teachers, administrators, and support staff understand and implement differentiated services and instructional strategies that comply with AIG program regulations. Allegheny County Schools' local AIG Plan, along with contact information and additional resources, can be found on the district website.

In addition to the district website, the AIG Coordinator and AIG Director ensure that all school staff remain informed about instructional services, regulations, and the local AIG program through the following efforts:

**AIG Coordinator:**

- Conducts annual beginning-of-year training for teachers, support staff, and administrators on AIG regulations and procedures.
- Hosts grade-level meetings to review procedures for identifying AIG students.
- Provides updates to school staff following NCDPI webinars and conferences.

**AIG Director:**

- Shares information on regulations and components of the local AIG program during District Leadership Team meetings.
- Presents the local AIG Plan to the Board of Education for approval at the start of each plan cycle.
- Provides updates regarding instruction, regulations, and the local AIG Plan to the Allegheny County Schools Board of Education on an as-needed basis.

Through these efforts, Allegheny County Schools ensures that all stakeholders are well-informed and equipped to support the success of gifted and advanced students.

**\* 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 teachers, schools, and central office administrators is essential to the success of the AIG program and the services it provides. A clearly articulated plan for aligned and integrated services ensures seamless transitions between grades and schools, enabling the continuation of services from K-12. Effective communication is emphasized at key transition points, such as from grade to grade and from middle school to high school, to ensure continuity of services for AIG students.

At the beginning of each school year, the AIG Coordinator holds transition meetings with grade-level and grade-span instructional staff to review students' DEPs, including their identification, services provided, and unique needs. For twice-exceptional students, EL and EC staff are invited to participate in these meetings.

In Allegheny County Schools, the K-8 structure simplifies the elementary-to-middle school transition. Differentiated plans are seamlessly transitioned to ensure continuity of services and help instructional staff prepare for student success.

The transition from eighth grade to high school begins during the spring semester before a student's ninth-grade year. During registration meetings, the school counselor and AIG Coordinator communicate directly with students and parents to review advanced courses, extracurricular activities, and available opportunities, ensuring students and families are well-informed and prepared for high school. Additionally, the AIG Coordinator collaborates

with the Wilkes Community College liaison to host parent meetings, advising students on high school opportunities and possible Career and College Promise (CCP) options.

Collaboration among teachers, school staff, and district administrators is prioritized to ensure effective communication and planning at all transition points, providing seamless support for students. Effective communication is at the core of successful transitions and program continuity, ensuring that all stakeholders are equipped to support the unique strengths and needs of gifted learners at every stage of their educational journey.

**\* 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: 97% Total Battery;
- Achievement: 97% 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 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.

**\* Practice H**

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

Allegheny County Schools recognizes that when high-ability children are provided with early, intentional, and purposeful programming, their strengths are enhanced, and areas for potential growth are identified. Purposeful early interventions through advanced, differentiated educational opportunities can foster curiosity, problem-solving, creativity, and advanced thinking, ultimately laying the foundation for future academic success.

In each of our schools, the AIG Coordinator works alongside classroom teachers to plan and implement talent development opportunities for all K-3 students. These opportunities include engaging, differentiated learning experiences designed to challenge students and support their intellectual, academic, and social-emotional growth. Activities focus on fostering higher-order thinking skills through:

- Project-Based Learning (PBL): Hands-on, real-world problem-solving experiences that encourage critical thinking, collaboration, and communication.
- Inquiry-Based Instruction: Encouraging students to ask questions, explore ideas, and develop solutions through guided discovery.
- STEM-Enriched Opportunities: Activities that promote analytical thinking and innovation across science, technology, engineering, and mathematics.
- Literacy and Numeracy Extensions: Providing engaging challenges that extend beyond grade-level expectations to develop depth and complexity in learning.
- Flexible Grouping Strategies: Allowing students to engage in targeted enrichment activities that match their readiness and interests, ensuring ongoing challenge and growth.

Through the implementation of these purposeful learning experiences, students are provided opportunities to explore their strengths in a supportive and dynamic environment. AIG Coordinators and classroom teachers collaborate to ensure programming remains flexible and responsive to student needs, allowing for continuous development of critical thinking and creative problem-solving abilities.

Regular reflection and adjustment of programming ensure that instructional strategies align with students' evolving needs. Teachers utilize observation, student work samples, and formative assessments to guide instructional decisions and provide meaningful enrichment opportunities.

By embedding intentional and differentiated programming within the K-3 classroom experience, Allegheny County Schools aims to foster the potential of all young learners and equip them with the skills necessary for long-term academic success.

**\* Practice I**

Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of talent development efforts, including frontloading, in grades 4-12.

Allegheny County Schools is committed to promoting equity and excellence by broadening access to advanced learning opportunities through intentional talent development efforts, including frontloading strategies in grades 4-12. These efforts aim to ensure that all students, especially those from underrepresented populations—multilingual learners, economically disadvantaged students, twice-exceptional learners, and highly gifted individuals—have equitable access to rigorous academic experiences that foster their potential.

Our approach begins with a strong foundation of collaboration among classroom teachers, AIG coordinators, and support staff. Flex time is embedded into the K-8 school schedule to provide targeted interventions and enrichment opportunities for all students. During this time, teachers and AIG staff work together to offer differentiated activities that address students' strengths and areas for growth. Regular data meetings between AIG coordinators, classroom teachers, EC, ML, the MTSS Coordinator, and instructional coaches are conducted to intentionally group students based on their academic needs, with a focus on both extension and enrichment opportunities.

To ensure that students are prepared for more challenging coursework, Allegheny County Schools implements frontloading strategies in grades 4-12. In grades 4-8, these efforts focus on preparing students for advanced learning by strengthening critical thinking, problem-solving, and academic stamina through exposure to higher-level content and skills. In high school, frontloading continues through intentional planning of course pathways, academic advising, and mentorship programs, allowing students to take advantage of Honors and College and Career Promise (CCP) courses regardless of their formal AIG identification. Additionally, opportunities for job shadowing and mentorships provide students with valuable real-world experiences that align with their career and academic aspirations. These mentorship and job shadowing experiences serve as frontloading opportunities by equipping students with the academic, social, and career-oriented skills necessary to excel in rigorous coursework and make informed decisions about their future academic pathways. As part of these efforts, Allegheny County Schools has a partnership with the Allegheny Educational Foundation, which provides mentors for high school students. These mentors, who are retired teachers or professionals in students' fields of interest, offer academic coaching and one-on-one support to help students set goals, track progress, and develop personalized learning plans.

The district is committed to removing barriers to advanced learning by training school staff to recognize gifted characteristics in underrepresented populations. Annual professional development sessions are provided to all educators, focusing on identifying giftedness in diverse learners and implementing strategies to support their academic growth. AIG coordinators collaborate closely with school counselors and administrators to provide guidance and resources that help ensure every student has access to rigorous learning experiences.

Allegheny County Schools continues to analyze disaggregated EOG data to identify students in underrepresented populations who demonstrate potential for advanced coursework. This data informs instructional decisions and supports efforts to expand participation in enrichment clubs, academic competitions, and advanced courses. Our goal is to create a culture where every student is encouraged and supported to pursue challenging academic opportunities that align with their interests and strengths.

Through these intentional efforts, Allegheny County Schools remains dedicated to providing all students with equitable opportunities to access advanced learning experiences that foster their academic success and future aspirations.



**\* Practice J**

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

Allegheny County Schools strives 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 by offering students meaningful experiences that challenge their abilities, encourage creativity, and promote collaboration with like-minded peers.

The 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 partnerships provide mentorship, academic exploration, and leadership development opportunities that directly support the needs of gifted learners by fostering higher-order thinking, problem-solving, and self-directed learning.

**How Extra-Curricular Activities Enhance the Development of Gifted Learners:**

Extra-curricular programming is intentionally designed to:

- Provide gifted students with opportunities to explore advanced content beyond the standard curriculum, fostering intellectual curiosity and critical thinking skills.
- Encourage leadership and collaboration through participation in team-based competitions and community-driven projects.
- Offer real-world applications of learned concepts, helping students connect their academic experiences to future career paths.
- Support social and emotional growth by allowing students to engage with peers who share similar interests and aspirations.

**Examples of Extra-Curricular Opportunities:**

Allegheny County Schools provides a variety of opportunities for AIG students, including but not limited to:

- Jr. Beta Club/Beta Club and Battle of the Books: Enhance problem-solving, teamwork, and literacy skills through creative competitions and collaborative challenges.
- Math Olympiad, MathCounts, and TSA Competitions: Provide rigorous problem-solving opportunities that challenge students' mathematical and technical abilities.
- STEM Expos, Math Nights and Literacy Nights: Encourage exploration in STEM and math, and literacy fields, reinforcing critical inquiry and innovation.
- Internships and College Tours: Offer real-world exposure to career paths and post-secondary opportunities, enabling students to apply their learning in authentic contexts.
- Academic Camps: Allow for intensive exploration of topics of interest, providing gifted students with opportunities to delve deeper into their areas of passion.

Extra-curricular programs are determined at each school based on availability and student interest. Opportunities are communicated to students to gauge interest, and based on feedback, programs and events are chosen and shared prior to and throughout each school year through emails, newsletters, and direct communication.

**Opportunities Beyond the School Day:**

Gifted students can further develop their skills and knowledge through service and interest-based projects offered throughout the year as part of BETA and other school initiatives. High school students are encouraged to explore their passions and take on leadership roles by developing and participating in student-led clubs. To support continuous enrichment, a comprehensive resource guide outlining available after-school and summer opportunities is accessible on the district website, ensuring students have multiple avenues to engage in extended learning.

Through these comprehensive efforts, Allegheny County Schools ensures that AIG students have access to meaningful enrichment opportunities that challenge their abilities, inspire creativity, and promote lifelong learning.

**\* Ideas for Strengthening the Standard**

- Create a Google Drive to house Enhancement/Enrichment Opportunities for each grade level

**Planned Sources of Evidence**

* Master Schedule	
* MTSS Agenda/Notes	
* Math Night Flyer	

Type	Documents	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A		<a href="#"> <u>Master Schedule that provides opportunities for enrichments and extensions</u></a> <a href="#"> <u>MTSS Agenda/Notes</u></a> <a href="#"> <u>Math Night</u></a>

Standard 3: Differentiated Curriculum and Instruction

**Allegheny County Schools (030) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

**Standard 3: Differentiated Curriculum and Instruction**

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

**\* Practice A**

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

Allegheny 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.

Allegheny 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**

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

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
- Career and College Promise Classes

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 address the range of academic, intellectual, and social and emotional needs of AIG students.

Allegheny County Schools Curriculum Team (e.g. K-8 Director of Curriculum and Instruction, 9-12 Director of Curriculum and Instruction, AIG Director, EC Director, Associate Superintendent, and MTSS Coordinator) 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, and Science Research Associates (SRA) reading laboratories, Breakout EDU). 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 regional, state and national conferences.

**\* Practice D**

Fosters the development of durable skills and mindsets which support post-secondary success. These skills include adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility.

Allegheny County Schools' gifted education program promotes future-ready thinking by embedding the competencies outlined in North Carolina's Portrait of a Graduate (PoG). Students develop adaptability, collaboration, communication, critical and creative thinking, empathy, a learner's mindset, and personal responsibility, all of which are essential for success in an evolving global society.

Through intentional collaboration between the AIG Coordinator, classroom teachers, and instructional specialists, Allegheny County Schools fosters the development of these skills by providing:

- *Leadership Opportunities:* Students lead parent/guardian-teacher conferences, facilitate school assemblies, and participate in school board meetings, reinforcing communication, collaboration, and personal responsibility.
- *Integrated Learning Experiences:* Inquiry-based units challenge students to think critically and creatively, helping them become adaptable problem-solvers who can tackle complex issues.

- *Clubs and Competitions*: Opportunities such as Battle of the Books, Math Olympiad, Robotics, Envirothon, Mock Trial, and STEM challenges enhance critical thinking, collaboration, and innovation while fostering a learner's mindset.
- *Career-Connected Learning*: Enrichment courses such as coding, multimedia and web page design, marketing, engineering, and project management allow students to develop real-world problem-solving skills and leadership attributes.

By aligning durable skills with North Carolina's Portrait of a Graduate, Alleghany County Schools ensures that all gifted learners are equipped with the competencies needed to excel in higher education, the workforce, and beyond.

**\* Practice E**

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

On-going formative and summative assessment data is used in all grade levels throughout Alleghany 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 specialists and AIG specialists have conversations to determine the most effective flexible grouping arrangements based on the readiness, interest and learner profile.

**\* Practice F**

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

Alleghany 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).

**\* Ideas for Strengthening the Standard**


- Strengthen student-driven projects during WIN time
- Leverage pre-assessments to compact content and make room for extension work
- Develop district wide differentiation toolkit for teachers

**Planned Sources of Evidence**

*	Master Schedule that allows time for Intervention and Extension
*	AIG Classroom Data Protocol
*	Learning Menu

Type	Documents	Document/Link
	Document Template	

 [Classroom AIG Data Protocol](#)

 [Master Schedule](#)

 [Learning Menu](#)



Standard 4: Personnel and Professional Development

**Allegheny County Schools (030) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

**Standard 4: Personnel and Professional Development**

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

**\* Practice A**

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

The AIG Director and AIG Coordinator, both licensed NC educators with AIG certification, work together to ensure a comprehensive and effective gifted education program. The AIG Director, who also serves as the Director of Curriculum & Instruction, provides district-level leadership by overseeing compliance with state policies, developing and revising the Local AIG Plan, and ensuring alignment with district instructional goals. The AIG Coordinator, who also serves as the AIG Specialist for schools, is responsible for school-level implementation, working directly with teachers, students, and school leaders to provide instructional support and enrichment services.

The AIG Coordinator collaborates with school-level MTSS teams to facilitate AIG identification, data tracking, and student support. The Coordinator provides direct support to teachers through professional development, classroom observations, and coaching on differentiation strategies, while also working with students through pull-out enrichment services. The Coordinator ensures consistency in AIG service implementation across schools while adapting to individual school needs.

The AIG Director and Coordinator work together to oversee district-wide AIG planning, data analysis, and compliance monitoring, ensuring gifted education services align with state and district expectations. They collaborate to review data, track AIG headcounts, and refine services to better meet student needs. Through this partnership, they ensure that identification processes, instructional support, and service implementation remain consistent and effective across all schools.

Communication with families is a priority. The Director and Coordinator manage outreach through social media, the district website, and other channels to keep parents informed about AIG services, opportunities, and updates. The AIG Coordinator leads individual parent meetings to discuss identification, placement, and instructional support, ensuring families understand available services and how they meet the needs of their child.

Through this collaborative approach, the AIG Director and Coordinator ensure a well-integrated gifted education program that provides high-quality services, instructional support, and enrichment opportunities for advanced learners across the district.

**\* Practice B**

Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, and social and emotional needs of K-12 AIG students and supports the implementation of the local AIG program and plan.

Allegheny County Schools ensures the AIG-licensed specialist play an essential role in meeting the academic, intellectual, social, and emotional needs of gifted students, while also supporting the implementation of the local AIG program and plan. These specialists are equipped with the

expertise and instructional strategies necessary to provide differentiated services that challenge and support advanced learners. They also recognize the impact of developmental, cultural, linguistic, and socioeconomic factors on gifted education and adjust instruction accordingly.

The AIG Coordinator/Specialist collaborates with teachers and instructional specialists to provide guidance, adapt resources, and develop instructional strategies that ensure rigorous and meaningful learning experiences for K-12 AIG students. The Coordinator/Specialist also works closely with school-level MTSS teams to support student identification, track progress, and align services with student needs.

AIG specialists are responsible for implementing a variety of instructional and programmatic supports to enhance gifted services. Their responsibilities include:

- Assisting classroom teachers with the referral and identification process to ensure equitable access to AIG services.
- Facilitating meetings with parents, teachers, and school staff to develop Differentiated Education Plans (DEP) that address the unique strengths and needs of identified students.
- Identifying and integrating advanced learning resources to support the curriculum and enhance instruction for AIG students.
- Supporting teachers in flexible grouping models to ensure that gifted students receive appropriate academic challenges in both heterogeneous and homogeneous classroom settings.
- Designing and delivering academic services that meet the identified needs of AIG students across grade levels.
- Leading professional development to equip educators with effective differentiation strategies and instructional best practices for gifted learners.
- Modeling instructional strategies and coaching teachers on how to modify curriculum to challenge AIG students effectively.
- Monitoring student progress through formative and summative assessments, making necessary adjustments to instruction and curriculum.
- Communicating with families about AIG services, enrichment opportunities, and available support programs.
- Collaborating with parents and teachers to review and refine DEPs to ensure appropriate placement and instructional support.

The AIG Coordinator/Specialist actively participates in ongoing professional learning to stay informed of best practices in gifted education, instructional strategies, and social-emotional development for advanced learners. By working collaboratively with educators, families, and school leaders, the AIG Coordinator/Specialist ensures that gifted students receive appropriate academic challenges, enrichment opportunities, and meaningful educational experiences.

**\* 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.

Allegheny County Schools is committed to providing a comprehensive, ongoing professional development plan to ensure that all personnel involved in the education of gifted students are equipped with the knowledge and skills necessary to support advanced learners effectively. Professional development is a key component of the district's efforts to expand opportunities for gifted students and ensure the successful implementation of the AIG program.

The district actively supports the development of AIG-licensed professionals by providing opportunities for educators to obtain AIG certification in collaboration with NWRSA. Funding and encouragement for this certification process are provided to expand the number of licensed personnel serving AIG students.

In addition to certification opportunities, Allegheny County Schools offers professional development for all educators who support AIG students, including classroom teachers, instructional specialists, student services personnel, and school administrators. These training sessions are designed to address differentiated topics based on each role's responsibilities in supporting gifted education.

#### Professional Development Focus Areas

##### Teachers:

- Identification: Recognizing characteristics of advanced learners to support equitable access to gifted services.
- Nomination Process: Understanding and implementing the referral and nomination process for AIG students.
- Differentiation: Applying best practices for differentiating instruction within the classroom to meet the needs of gifted students.
- Co-Teaching Strategies: Collaborating with AIG specialists in cluster classrooms where push-in services are provided.
- Meeting the Needs of Underrepresented Populations: Addressing the needs of Multilingual Learners, twice-exceptional students, and other underrepresented gifted populations.
- Gifted Education within a Multi-Tiered System of Support (MTSS): Implementing tiered support strategies for gifted learners.

##### Instructional Specialists:

- Identification: Recognizing characteristics of gifted students and supporting equitable access to AIG services.
- Meeting the Needs of Underrepresented Populations: Providing support for Multilingual Learners and twice-exceptional students.
- Gifted Education within MTSS: Supporting differentiation and intervention strategies for advanced learners.

##### Student Services Personnel:

- Gifted Education within MTSS: Understanding how advanced learners fit into the multi-tiered system of support.
- Social-Emotional Needs of Gifted Learners: Recognizing and addressing the unique social and emotional challenges that gifted students may face.

Administrators:

- Gifted Education within MTSS: Ensuring appropriate supports for gifted learners within a tiered intervention framework.
- Administrator Role in AIG Implementation: Understanding how to effectively implement the district's AIG plan at the school level.

Allegheny County Schools remains dedicated to improving the quality of gifted services by engaging educators in targeted professional development that builds their capacity to support AIG students. Training opportunities are provided both in-house and in collaboration with outside organizations to ensure access to research-based best practices in gifted education. Through ongoing professional learning, the district ensures that all stakeholders have the skills necessary to foster rigorous, engaging, and meaningful learning experiences for gifted students.

**\* 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.

Allegheny County Schools ensures that AIG students are placed with teachers who have met the district's professional development requirements, hold an AIG add-on license from an IHE, or have completed certification courses through NWRESA. To support this, the district collaborates with school-based administrators to ensure appropriate student placement and maintain effective instructional groupings that provide differentiated and challenging learning experiences for gifted students.

A structured process is in place for AIG student placement in general education classrooms to ensure a strong match between student needs and instructional services. Cluster grouping is used across the K-12 continuum, allowing AIG students to learn alongside like-ability peers in classrooms led by an AIG-licensed teacher or an educator who has completed the district's professional development requirements. The AIG Coordinator/Specialist works with principals and school leadership teams to guide placement decisions and ensure consistency in service delivery.

The district monitors the effectiveness of AIG student placement and instruction through ongoing data meetings, where student progress is reviewed and instructional needs are assessed. Findings from these meetings are shared with principals and district leadership to support decision-making regarding the effective assignment of AIG students to appropriately trained teachers. This collaborative approach ensures that placement decisions remain responsive to student performance and instructional needs.

In addition to strategic placement, Allegheny County Schools remains committed to expanding the number of educators who are AIG-licensed or certified through district-approved training programs. The district supports AIG licensure through collaboration with NWRESA and funds opportunities for educators to obtain certification. Teachers who serve AIG students receive ongoing professional development that includes training in:

- Identification of gifted learners, including recognizing characteristics of advanced students and understanding the nomination and referral process.
- Differentiation strategies that ensure rigorous and engaging instruction tailored to gifted students' needs.
- Co-teaching strategies within clustered classrooms, where the AIG Coordinator/Specialist collaborates with general education teachers.
- Serving and supporting underrepresented AIG populations, including Multilingual Learners and twice-exceptional students.

- Providing supplemental services within a Multi-Tiered System of Support (MTSS) to ensure appropriate interventions for AIG students.
- Addressing the social-emotional needs of gifted learners, ensuring their well-being is supported alongside their academic growth.

Through intentional placement, administrative collaboration, data-informed decision-making, and targeted professional development, Allegheny County Schools ensures that qualified personnel provide appropriate services for AIG students. By continuously refining its processes, the district remains committed to delivering effective, research-based gifted education services that support advanced learners at all grade levels.

**\* Practice E**

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

Allegheny County Schools recognizes the importance of having AIG-licensed teachers in classrooms to effectively support gifted learners. To recruit teachers within the district to earn their AIG add-on license, the district has partnered with NWRSA to provide regional professional development that prepares educators and support staff to pass the AIG Praxis exam. Teachers who complete NWRSA AIG professional development are equipped to support AIG students within the RESA region, enhancing their instructional capacity and career opportunities.

In addition to professional development, Allegheny County Schools is committed to recruiting and retaining AIG-licensed professionals through targeted efforts, including:

- Embedding AIG-related questions in the interview process to identify and hire educators with an interest in or experience with gifted education.
- Providing targeted classroom support by aligning instructional resources and professional learning opportunities with teachers' specific needs and instructional goals.
- Implementing cluster grouping of identified AIG students to facilitate high-level differentiation, compacted curriculum, and acceleration, ensuring an effective learning environment for both students and educators.
- Actively seeking to recruit and retain teachers from diverse backgrounds, recognizing that representation and varied perspectives enhance gifted education and student engagement.

Through these recruitment and retention strategies, Allegheny County Schools continues to build and strengthen its AIG instructional workforce, ensuring that gifted students receive

**\* Practice F**

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

Allegheny County Schools provides ongoing professional learning to promote equity and excellence in gifted education by addressing mindsets, policies, and practices that impact AIG identification and support. Educators develop a deeper understanding of giftedness, recognize underrepresented gifted learners, and implement strategies that ensure equitable access to advanced learning opportunities.

Professional learning focuses on broadening awareness of both traditional and non-traditional characteristics of giftedness, addressing the underrepresentation of diverse learners, and supporting the social-emotional needs of AIG students.

These opportunities are embedded in district initiatives such as:

- Local and state professional development that provides research-based strategies for AIG instruction.
- PLCs on gifted education to allow teachers to collaborate, share strategies, and improve instructional practices.
- Collaboration with key staff members, including Exceptional Children, Multilingual Learner, School Counseling/Mental Health, and Title I staff to support diverse gifted learners.
- Grade-level and data meetings focused on differentiation and student performance.

By integrating professional learning into ongoing district structures, Allegheny County Schools ensures that teachers receive practical, relevant training to strengthen awareness, instructional strategies, and equitable practices in AIG education.

**\* 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 ensures that gifted education professional development is aligned with district initiatives and designed to increase the effectiveness of all educators. Sessions integrate evidence-based strategies and differentiation techniques to support a range of learner profiles, ensuring that best practices for gifted education are embedded within broader district goals.

A collaborative relationship between the AIG Coordinator and instructional support staff allows for tailored professional learning that connects AIG best practices with district-provided training. The AIG program, in partnership with the Curriculum and Technology Departments, participates in inservice training opportunities that enhance instruction for all students, including gifted learners. These opportunities are developed based on feedback from the Teacher Working Conditions Survey, formative and summative test data, the Allegheny County Schools Strategic Plan, and state-led initiatives.

Professional development in Allegheny County Schools is currently focused on total school improvement within a Multi-Tiered System of Support (MTSS). This framework provides teachers with opportunities to strengthen core instructional strategies while ensuring that differentiation is effectively implemented for gifted students. Following professional learning sessions, teachers are given time to apply what they have learned, and feedback and support are provided through coaching cycles.

Additionally, the district considers state-provided professional development opportunities that align with best practices in gifted education. By integrating AIG strategies into district initiatives and providing ongoing support for professional learning application, Allegheny County Schools ensures that educators are equipped to meet the diverse needs of gifted learners.

**\* Ideas for Strengthening the Standard**

- Provide Coaching and Collaboration time between the AIG Coordinator/Specialist and the general education teachers.
- Include AIG topics (differentiation, twice-exceptionality, gifted multilingual learners) in regular PD calendars.

**Planned Sources of Evidence**

- \* Professional Development Sign-In Sheets
- \* NWRESA certification course
- \* GREAT Grant from Allegheny Educational Foundation

**Documents**

**Document/Link**

**Document Template**

AIG Standard 4 Additional Resources

N/A

 [Differentiation PD Google Form Sign In Sheet](#)

 [Great Grant Flyer](#)

Standard 5: Partnerships

**Allegheny County Schools (030) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

**Standard 5: Partnerships**

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

**\* Practice A**

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

- academic and intellectual
- social and emotional.

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. 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 to better differentiate instruction and meet the needs of gifted students.
- Wilkes Community College- provides acceleration opportunities through dual enrollment which allows AIG students to accelerate their learning and provides exposure to college expectations and independent study skills.
- Blue Ridge Electric (Leadership Track)- offers workshops, camps and scholarships that encourage leadership development, resume building and college preparedness. This helps AIG students develop executive functioning skills that are essential for success in college and beyond.
- Gear-Up- provides data-driven college access services, based on need, to students, their families, and educators in target schools. This ensures AIG students receive early guidance on college admissions.
- Local businesses- provide internships to expand students' knowledge and passions which allows AIG learners to connect classroom learning to practical applications.
- Allegheny Educational Foundation: provides scholarships, workshops and mentors for students which support advanced learning opportunities for AIG 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. Allegheny 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 Allegheny 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 Allegheny Campus Wilkes Community College, local employers).

Allegheny 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 and procedures relating to advanced learning and gifted education
- Ways to access advanced learning opportunities

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

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

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

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

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**

- Create Student Advisory Committees (middle/high school)
- Have AIG information sessions or a booth at parent teacher conferences.
- Update all documents to reflect the 25-28 AIG Plan

**Planned Sources of Evidence**

* Advisory Meeting Notes	
* Surveys	
* District Webpage	

Type	Documents	Document Template	Document/Link
AIG Standard 5 Additional Resources	N/A		<a href="#"> AIG Parent Handbook</a> <a href="#"> AIG Newsletter</a>



Standard 6: Program Accountability

**Allegheny County Schools (030) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

**Standard 6: Program Accountability**

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

**\* Practice A**

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

The Allegheny County Schools AIG Plan is developed every three years with input from the AIG Programs Advisory Council, which includes the AIG Director and Coordinator, regular education teachers, school administrators, district administrators, and parents/guardians.

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. This ongoing process ensures alignment with the district's vision, mission, policies, and procedures, and addresses both successes and challenges in program implementation. 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 data points are used to evaluate the program's effectiveness and inform revisions. Based on the feedback gathered during this evaluation process, the AIG Plan is revised to address identified needs and priorities. The revision process involves creating a timeline for updates, communicating these updates to stakeholders, and incorporating feedback from advisory group meetings, PLCs, and leadership team discussions. These collaborative structures promote data-driven decision-making and foster a culture of continuous improvement.

Once the plan is finalized, it is submitted to the Allegheny County Schools Board of Education for approval and then forwarded to the Department of Public Instruction (DPI) for review and comment. The finalized plan is shared with stakeholders through accessible formats, ensuring transparency and encouraging ongoing feedback to maintain a responsive and effective program.

**\* 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, including school administrators, district administrators, and the AIG Coordinator, to ensure fidelity of all program components, including identification criteria, service delivery models, and curriculum differentiation. The AIG Director ensures consistency across schools and 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, such as the district leadership team, MTSS teams, the Board of Education, and the 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 and works to ensure program components are implemented uniformly across schools, providing feedback and making adjustments as needed to maintain fidelity. 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 Curriculum and Instruction/AIG Director 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 increasing 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:

- Number of students participating in dual enrollment
- College acceptance information
- Scholarship information
- Qualitative data regarding social and emotional needs

This information is used to inform mindsets, policies, and practices for equity and excellence and to 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 the AIG population. Data analysis includes looking for trends and identifying potential risk factors to inform continuous program improvement efforts.

**\* 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.

Allegheny County Schools maintains a structured data analysis process to ensure equitable referral, identification, services, and retention within the AIG program. The AIG Coordinator conducts biannual reviews following AIG headcounts in November and April, examining referral, identification, and retention trends to assess whether students' racial, ethnic, economic, linguistic, and exceptional status impact their likelihood of participation.

**AIG Student Demographics (Most Recent Headcount Data)**

- Total Enrollment: 1414 students
  - Hispanic: 30%

- White: 68%
- Multilingual Learners: 9%
- Exceptional Children: 14%
- Economically Disadvantaged: 70%
- AIG Enrollment (6% of total enrollment):
  - Hispanic: 17%
  - White: 80%
  - Multilingual Learners: 0%
  - Exceptional Children: 0%
  - Female: 42%
  - Male: 58%

While Allegheny County Schools has a predominantly white student population, disproportionality is evident among multilingual learners (MLs) and exceptional children (ECs) in the AIG program. The district remains committed to increasing equitable access by continuously refining screening, referral, and retention policies and addressing potential barriers to gifted identification.

To monitor and address disproportionality, the district follows a systematic biannual data review process, which includes:

- Referral Analysis: Evaluating whether all student groups have equitable access to the referral process.
- Identification Review: Examining data to identify barriers that prevent students from being formally identified for AIG services.
- Service Placement Analysis: Ensuring students are appropriately placed based on their identified needs.
- Retention Monitoring: Tracking whether identified AIG students continue to receive services over time.

Key Data Sources Used for Monitoring:

- Referral documentation, including student rating scales
- CogAT scores
- EOG/EOCs



- PreACT/ACT subtests
- Classroom grades
- Student work samples
- Student academic interest and motivation
- Formal observation scales
- Checklist data (e.g., student behaviors, engagement)
- Needs assessments
- Exit interviews

The AIG Coordinator and MTSS Teams analyze this data to ensure screening and identification practices effectively capture giftedness across all student demographics. When disproportionality is identified, the district takes corrective action, including:

- Revising identification criteria to ensure broader access to AIG services.
- Enhancing professional development for teachers to recognize diverse gifted characteristics.
- Expanding outreach efforts to inform families about AIG referral and identification procedures.
- Strengthening collaborative data-sharing with district departments monitoring disproportionality.

Additionally, the district evaluates advanced learning opportunities to ensure equitable access, tracking:

- Honors course participation rates
- Dual enrollment rates
- Internship and mentorship enrollment

By maintaining a rigorous data-driven approach, Allegheny County Schools works to eliminate barriers, ensure equitable participation, and refine practices that support equity and excellence in gifted education.

**\* 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 align with the goals of the AIG plan. The team works with administrators to discuss program needs and determine appropriate placement for gifted and advanced learners. This collaboration ensures that students receive instruction from highly qualified educators who are well-prepared to meet the needs of gifted learners.

**\* Practice G**

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

Allegheny County Schools values open and transparent communication among all stakeholders, including students, parents/guardians, general education teachers, building administrators, gifted education teachers, central office administrators, local Board of Education members, and DPI. Regular feedback is essential to ensuring the continuous improvement of the AIG program.

To gather input on the ongoing implementation and effectiveness of the program, the district utilizes the following strategies:

- Face-to-face meetings (e.g., open house events, DEP annual meetings) to collect direct feedback from families and students.
- Email communication between parent(s)/guardian(s) and the AIG Coordinator to address questions and concerns.
- AIG teachers meet regularly with classroom teachers to gather instructional feedback regarding differentiation and student progress.
- Surveys conducted with students, teachers, and parents/guardians to collect insights on program impact and areas for growth.
- Feedback from district leadership teams, including the Curriculum and Instruction Team, District MTSS Team, and District Leadership Team, to inform data-driven decisions and align AIG services with district goals.

Allegheny County Schools and the AIG Program staff recognize that stakeholder feedback is a critical component of program development. This continuous feedback loop ensures that the program remains responsive to the needs of gifted learners and supports equity and excellence in AIG education.

**\* Practice H**

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

Allegheny County Schools shares local AIG program evaluation data with school and district personnel, students, parents/guardians, families, and other community stakeholders to promote transparency and support continuous program improvement.

Evaluation data is collected and shared through multiple channels, including:

- District AIG webpage where reports and findings are published for public access.
  - Newsletters sent to families and stakeholders summarizing key evaluation outcomes.
  - All-call messages to notify families of opportunities to review evaluation data and provide input.
  - Local Board of Education meetings, where AIG evaluation data is presented and discussed.
  - Anonymous stakeholder surveys, conducted during program evaluation cycles, to gather input from students, teachers, parents/guardians, and school and district leaders.
  - AIG Advisory Council meetings, where program findings and next steps are reviewed collaboratively.
- All data shared follows FERPA guidelines and student confidentiality policies to ensure information is disseminated responsibly. By making evaluation data accessible and engaging stakeholders in discussions, Allegheny County Schools ensures that the AIG program remains data-driven, transparent, and continuously improving.

**\* Practice 1**  
Safeguards the rights of all AIG students and their parents/guardians through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

Allegheny County Schools safeguards the rights of all AIG students and their parents/guardians through established written policies, procedures, and practices. The AIG Plan includes the following components:

Informed Consent Regarding Identification and Placement

Parent(s)/guardian(s) who believe their child may be gifted should discuss their concerns with the classroom teacher and AIG Coordinator. If initial data indicates potential giftedness, a referral is made to the MTSS Team. When students are formally identified as gifted by the MTSS Team, the AIG Coordinator develops a Differentiated Education Plan (DEP) and meets with parent(s)/guardian(s) to discuss service options. DEP meetings are held annually to review services and make any necessary adjustments.

Reassessment Procedures

During the screening and referral process, MTSS Teams may require additional assessment data to make informed placement decisions. This may include re-administering the same assessment previously taken. Before an evaluation, parent(s)/guardian(s) are notified and provided a consent form. Parent(s)/guardian(s) have the right to refuse evaluation. If, after data collection, the MTSS Team does not find gifted services appropriate, parent(s)/guardian(s) may proceed with the Procedures for Resolving Disagreements listed below.

Transfers from Other LEAs

Students transferring into Allegheny County Schools with a gifted identification must meet the criteria outlined in the ACS AIG Plan for formal identification. The MTSS Team reviews documentation, and the AIG Coordinator communicates the final decision to parent(s)/guardian(s).

#### Procedures to Resolve Disagreements

Under Article 9B, governing the screening, identification, and placement of AIG students, a procedure for resolving disagreements between parents/legal custodians and the school system has been developed. If a student is not identified as gifted, parents/guardians are informed of this decision and provided with:

- A copy of the Referral/Summary of Data Form
- A copy of Due Process Procedures
- A student is identified as gifted and a DEP is recommended, parents/guardians are provided with:
  - A copy of the Referral/Summary of Data Form
  - A copy of the Differentiated Education Plan (DEP)
  - A copy of Due Process Procedures

If parents/guardians disagree with the nomination, identification, or service options, they have access to the following due process procedures:

#### Due Process Procedures

##### **Step I: MTSS Team Review**

- Parents/guardians may request a conference with the MTSS Team to discuss concerns.
- The MTSS Team reviews the student's records, nomination, identification, and service options.
- Additional information may be gathered from teachers and/or parents.
- The MTSS Team grants the conference within five school days and provides a written response within five school days of the meeting.
- If the disagreement is unresolved, proceed to Step II: Principal Conference (unless the principal was involved in the MTSS meeting).

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

- Parents/guardians may submit a written request for a conference with the principal within 30 days.

- The principal reviews the case with the MTSS Team chairperson.
- The principal grants the conference within five school days and provides a written response within five school days.
- If the disagreement is unresolved, proceed to Step III: Appeal to the AIG Director.

**Step III: Appeal to the AIG Program Director**

- Parents/guardians may submit a written appeal to the AIG Director within five days of the principal's response.
- The AIG Director reviews the grievance within five school days.
- The AIG Director provides a written response within 10 school days.
- If the disagreement remains unresolved, proceed to Step IV: Appeal to the Superintendent.

**Step IV: Appeal to the Superintendent**

- Parents/guardians may appeal the AIG Director's decision to the Superintendent within five days.
- The Superintendent reviews the grievance within five school days.
- A written response is provided within 10 school days.
- If the disagreement remains unresolved, proceed to Step V: Appeal to the Board of Education.

**Step V: Appeal to the Board of Education**

- Parents/guardians may appeal the Superintendent's decision to the Board of Education within five days.
- The Board reviews the grievance within five school days.
- A final written decision is issued within 10 school days.
- If the local process does not resolve the grievance, proceed to the State Level Grievance Procedure.

State Level Grievance Procedure

If the local grievance procedure does not resolve the disagreement, parents/guardians may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The administrative law judge will review whether the local school unit improperly failed to identify the student as AIG or misapplied the AIG plan. The judge's decision is final, binding, and not subject to further review under Article 4 of Chapter 150B.

By maintaining clear policies and processes, Alleghany County Schools ensures that all AIG students and families receive fair, transparent, and equitable access to gifted education services while upholding state and federal regulations.

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**\* Ideas for Strengthening the Standard**

- Create a district level AIG data dashboard that tracks identification demographics, achievement and growth data, and service participation.
- Review AIG achievement/growth trends as part of the MTSS/School Improvement meetings.
- Continued input from stakeholders to drive program improvement.

**Planned Sources of Evidence**

\* AIG Surveys

\* Analysis of enrollment data of upper-level coursework

\* Follow-up interviews with AIG drop-outs

**Documents**

Document/Link

Document Template

N/A

 [Parent Survey](#)

 [AIG webpage](#)

AIG Standard 6 Additional Resources

**Alleghany County Schools (030) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

\* Approved by local Board of Education on:

05/13/2025 

AIG Related Documents

**Alleghany County Schools (030) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

Required Documents		Document/Link
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	<a href="#">Local Board of Education Approval Template</a>	<a href="#">Local Board Approval Document</a>
Optional Documents		Document/Link
AIG Standard 1 Additional Resources	N/A	<a href="#">AIG Identification Spreadsheet Rubric</a> <a href="#">AIG Frequently Asked Questions</a> <a href="#">AIG Screening &amp; Identification Flowchart</a>
AIG Standard 2 Additional Resources	N/A	<a href="#">Master Schedule that provides opportunities for enrichments and extensions</a> <a href="#">MTSS Agenda/Notes</a> <a href="#">Math Night</a>
AIG Standard 3 Additional Resources	N/A	<a href="#">Classroom AIG Data Protocol</a> <a href="#">Master Schedule</a> <a href="#">Learning Menu</a>
AIG Standard 4 Additional Resources	N/A	<a href="#">Differentiation PD Google Form Sign In Sheet</a> <a href="#">Great Grant Flyer</a>
AIG Standard 5 Additional Resources	N/A	<a href="#">AIG Parent Handbook</a> <a href="#">AIG Newsletter</a> <a href="#">Advisory Meeting Slides</a>
AIG Standard 6 Additional Resources	N/A	<a href="#">Parent Survey</a> <a href="#">AIG webpage</a>



Glossary

Allegheny County Schools (030) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Phrase	Definition