

Mission/Vision Statement and Funding

Anson County Schools (040) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* LEA Superintendent's Name:

Dr. Brian Ratliff

* LEA AIG Contact Name:

Wallace, Joy - wallace.joy@anson.k12.nc.us ▼

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

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

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

* Mission and/or Vision Statement(s)

In alignment with the North Carolina AIG Program Standards (State Board of Education Policy ACIG-000), Anson County Schools has developed its local AIG plan for the 2025-2028 period. These state standards provide the framework for Public School Units (PSUs) to create, implement, and monitor thorough AIG programs that align with North Carolina legislation (Article 9B, N.C.G.S. 115C-150.5). The six principle standards and accompanying practices within these guidelines define the expectations for high-quality AIG programs. To inform the development of this 2025-2028 plan, Anson County Schools, like all PSUs, conducted a review and gathered feedback on the existing plan involving various stakeholders, using the resulting data to build upon their previously approved 2022-2025 plan. This updated local AIG plan has received approval from the Anson County Board of Education and has been submitted to the North Carolina Department of Public Instruction (NC DPI) for review.

Vision: To cultivate a learning community of high-achieving gifted learners to reach their full potential and contribute meaningfully to a global society.

Mission: To provide rigorous, differentiated, and engaging learning experiences that are aligned with North Carolina Standards and extend beyond the regular curriculum, fostering the unique intellectual and creative talents of academically and intellectually gifted students in Anson County Schools.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 177,788.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification	Anson County Schools (040) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0
Standard 1: Student Identification <i>The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.</i>	* Practice A Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities, including universal screening, for every student to show their strengths and talents. Throughout the school year screeners are in place to gather data indicative of AIG students. Anson County administers an universal screening aptitude test, (InView) for grades 2 and 4. The End of Grade (EOG) test scores are also utilized for students, grades 3-11. K-2 students are monitored through classroom performance, talent development lessons, mClass data, and district math assessment data to identify early signs of giftedness. In addition to testing, students These data points inform potential referral for early identification or placement in the K-2 Nurture program. AIG teachers use a variety of indicators to build a comprehensive learner profile for qualifying gifted students; aptitude scores, achievement scores, and qualitative data (work samples and teacher rating scales). In addition to testing, students may demonstrate strengths through classroom-based performance tasks, portfolio submissions, or talent development activities. The Criteria for Eligibility document and the Identification Flow Chart help guide gifted service eligibility. Referrals are accepted year-round from parents, teachers, or students to the AIG department. Upon receiving the recommendation, the AIG teachers will begin pulling quantitative data on the student. If further recommendations are needed from the staff, a referral packet will be given to the teacher. AIG staff will confer with parents once the referral packet and supporting documentation is received in its entirety. The AIG team collaborates with the Exceptional Children (EC) and Multilingual Learners (ML) departments to ensure fair practices in screening and referrals, especially for twice-exceptional students (2e) and multilingual learners. Participation in AIG services is available for students in grades 3–12. Students in K–2 may be formally identified if they demonstrate performance two or more grade levels above their current placement.
* 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. The identification of AIG students in Anson County Schools begins with a universal screener (InView) in grades 2 and 4. AIG staff also analyze achievement data: Beginning-of-Grade 3 (BOG3), End-of-Grade or End-of-Course (EOG/EOC) grades 3-11 scores, and portfolios to build a learner profile. Eligibility is	

determined using the Criteria for Eligibility rubric and the Identification Flowchart. High school students may be identified via this process or through transcript reviews and standardized assessments.

To promote access and opportunity, AIG staff collaborate with the Exceptional Children (EC) department and Multilingual Learners (ML) department to ensure equitable access to AIG services.

The following criteria are considered for identification and eligibility to receive gifted services in language arts (AR) and/or mathematics (AM) or both (AG):

1. 90th percentile or higher on norm referenced aptitude or ability test(s). This includes both verbal and/or nonverbal assessments. If a licensed psychologist administered the IQ test when the student was at least eight years old, the student's IQ score is reliable and may be used indefinitely.
2. 90th percentile or higher on norm referenced achievement tests in reading/language arts and/or mathematics. Achievement tests may include: End-Of-Grade tests and a Universal Screener such as mClass.
3. Teacher rating scales that indicate gifted characteristics in learning, creativity, leadership, and adaptability.
4. Portfolios that demonstrate multiple above grade level work products, rubrics, and reflections within one or more specific academic areas at the student's highest level of performance.
5. Students must have an average of B or higher on their report card during the grading period that nominations are being reviewed. Grades will be reevaluated mid year, if a student does not meet the criteria.

Of the five criteria, students eligible should have 90th percentile or higher on either both or one aptitude test or achievement test. If a student only receives 90th percentile or higher on one of these tests, they will need to further qualify using either teacher rating scales or portfolios that demonstrate the student's performance. Students must obtain three out of five of the requirements to receive gifted services. One of the requirements must be either the aptitude test or achievement test with a 90th percentile. If a student moves into Anson County, documentation would need to be received from the previous school district before services were implemented. Student data including most recent norm-referenced test data, universal screening information, and present level of performance (ex. grades/checklists/standards mastery) will be reviewed to determine if transferred students meet local criteria for gifted services. Upon further evaluation, a student's parent/guardian will be notified to complete the necessary paperwork for gifted services in Anson County Schools.

The following criteria are considered for identification and eligibility to receive Intellectually Gifted (IG) services:

1. 97th percentile or higher on norm referenced aptitude or ability test(s). This includes both verbal and/or nonverbal assessments. If a licensed psychologist administered the IQ test when the student was at least eight years old, the student's IQ score is reliable and may be used indefinitely.
2. Documented evidence of identification for Intellectually Gifted services from another school district.
3. Teacher recommendations are not required for this service.
4. Student achievement at the 90th percentile or higher is not required for this service.

The following criteria are considered for identification and eligibility to receive Academically and Intellectually Gifted (AI) services:

1. 97th percentile or higher on norm referenced aptitude or ability test(s). This includes both verbal and/or nonverbal assessments. If a licensed psychologist administered the IQ test when the student was at least eight years old, the student's IQ score is reliable and may be used indefinitely;

2. and 97th percentile or higher on norm referenced achievement tests in reading/language arts and/or mathematics. Achievement tests may include: End-Of-Grade tests, mClass.

3. Documented evidence of identification for Academically and Intellectually Gifted services from another school district.

4. Teacher recommendations are not required for this service.

Note: In order to qualify for Academically and Intellectually Gifted services, the student must have a 97th percentile on both a norm referenced aptitude or ability test and on an achievement test.

DPI strongly discourages the practice of de-gifting students. Anson County Schools also believes this is an unfounded practice and does not participate in de-gifting students. Efforts will be made to support learners and remedy situations that may result in less than optimal growth in the AIG student population.

Identification of K-12 students for the AIG program are in place. However, in grades K-2 students are identified if there is a need for differentiated services. Nurturing services are available for this grade span, however, formal identification requires a psychological administered IQ test. Grades 9-12 can still be formally identified using the same documentation for services used in grades 3-8 or through the referral process. In addition, during grades 7-12 the department holds a review annually to determine students with high achievement and/or aptitude that may indicate the need for additional testing to determine giftedness.

Grade Span	Academically Gifted (AR)	Academically Gifted Math (AM)	Academically Gifted Reading and Math (AG)	Intellectually Gifted (IG)	Academically and Intellectually Gifted (AI)
K-2	0	0	0	0	0
3-6	20	36	38	1	0
7-8	6	11	20	1	0

9-13	47	37	60	0	0
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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. The AIG department works well with the Exceptional Children (EC) department, Assessment, Multilingual Learner (ML) teachers, and regular education teachers. Collaboration between these departments is vital in order to develop and implement differentiated instruction to identified students. The EC department assists the AIG department by helping to develop DEP/IDEP and IEP for twice-exceptional (2e) students and administering individual aptitude tests as needed for Multilingual Learners or those students identified as needing an individualized environment for aptitude testing. There is an increased emphasis on identifying students from diverse cultures and economic groups, which are traditionally under-represented in the AIG program. Opportunities will be provided to students that exhibit high intellect and demonstrate a need for advanced studies. Multilingual Learners will be given the opportunity to take other aptitude tests in order to assist with the identification process. Tests offered include nonverbal assessments such as the Naglieri-Nonverbal Ability test. When appropriate, ML students will be tested in their first language to provide them an equal opportunity into the AIG program. If a student is twice-exceptional, communication will be handled between the AIG department and the Exceptional Children's department to help meet the needs of the learner. IEPs could be used as a support document in creating a DEP/IDEP for the student. AIG teachers are encouraged to attend IEP meetings for the Twice-Exceptional learner. The Nurturing Program serves K-6 students that show potential to be in the AIG program. For K-2 students, this program is a first step to becoming an AIG student in grades 3-6. The Nurturing Program is similar to the AIG program, with students receiving AIG/Nurture instruction through their regular education teacher, pull-outs with the AIG/Nurture teacher, projects, and online-based instruction. Identified nurturing students are cluster-grouped in the regular education classroom for differentiated instruction. The use of Teacher's Observation of Potential Students (TOPS) and universal screening data (mClass, IXL, Kindergarten Entry Assessment) are filled out for students in grades K-2 for nurturing services. These forms are reviewed by the AIG team, prior to placement in the Nurture program. Nurturing Differentiated Education Plans (NDEP) will be developed for the student with collaboration between parents, teachers, and AIG staff. The district's testing coordinator also works with the AIG department to assist with coordinating assessment data needed for DEPs or the identification process. Finally, the AIG personnel also collaborate with the regular education teacher(s) to help develop differentiated lesson plans and/or content that can be used with AIG students. It is important that all personnel work effectively to ensure student learning and promote growth and acceleration with AIG students. Regular education teacher(s) serve on the Differentiated Education Plan (DEP) Committee. AIG teachers will field questions, concerns, and convey needs to ensure the needs of students are being met. Various stakeholders are involved in the development and implementation of the district AIG plan.					

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	5.95%	5.95%	---	---	---	23.50%
Male	---	<5%	7.79%	---	---	---	16.15%
Total	20.00%	<5%	6.83%	---	9.26%	---	19.65%

Percent of Total AIG Students Identified as Dual Exceptionality

*** Practice D**

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

To ensure consistency in the screening, referral, and identification process the AIG team developed flowcharts, eligibility criteria, and student portfolio guidelines to support staff during the identification process. AIG program audits are created to monitor processes for implementation across the LEA. The flowchart helps guide district staff in the process of identification of students for AIG/Nurture services. Criteria and student portfolio details are available for the AIG team to access when going through the referral process. These resources, including Criteria for Eligibility, Nomination Packets, Identification Flowchart, and student portfolio guidelines are available on the district website to support stakeholders.

At the beginning of each school year, AIG personnel attend school staff meetings to provide training on current referral information, identification criteria, and services provided. This training ensures all school staff are adept in the screening process, qualifications for AIG/Nurture services, and identification of students. The AIG Director and AIG staff attend all district wide principal and district staff meetings. The same information is shared during these meetings to ensure all staff are well versed in identification information.

A random audit of 10% of all records of students referred and/or identified will be conducted annually. Audit results will be shared with the AIG director and each school. This audit will ensure that program standards are exceeded or maintained. Student records of all AIG students will be kept for 3-5 years following the student's graduation year.

*** Practice E**

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

Anson County Schools shares information regarding the AIG program's screening, referral, and identification process to stakeholders through multiple formats to ensure accessibility. Brochures detailing AIG/Nurture services are distributed to all current 2nd grade students, following the administration of the aptitude test and they are available at each school in the parent information section. The brochure is updated annually as staff and policy changes are made. An AIG Glossary is provided to families during Differentiated Education Plan (DEP) meetings to help clarify terminology. All documents are available on the Anson County Schools website to ensure accessibility.

The AIG department created a presentation outlining the identification process for all AIG areas: Academically Gifted- Reading (AR), Academically Gifted-Math (AM), Academically Gifted-Both (AG), Intellectually Gifted (IG), and Academically and Intellectually Gifted (AI). Nurture services identification process is also outlined in this presentation. Professional development on the utilization of the identification process is reviewed at school and district level meetings. Additional professional development has been developed through a partnership with the Exceptional Children department and Multilingual Learner (ML) department on understanding giftedness in underrepresented populations such as twice-exceptional students (2e) and multilingual learners.

To accommodate the needs of multilingual families, all forms and procedures are translated into Spanish, which is the predominant secondary language used throughout the district. Other languages spoken in the home are translated as necessary. The ML teacher is invited for any students and parents that receive ML services and AIG/Nurture services to strengthen partnerships and collaboration when program meetings (DEP) are held.

Efforts are underway to ensure broader community access of AIG brochures and presentations. Ideas include distribution at kindergarten registration, open houses, and family and community engagement nights at each school and community centers county-wide.

*** 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.

All AIG/Nurture students in Anson County Schools have a designated AIG/Nurture folder housed at the district level. This folder contains all documentation related to the screening, referral, and identification process, aptitude and achievement data, teacher referrals, placement records, parental consent and invitation, and the student's annual Differentiated Education Plan (DEP). The folder is pulled annually for review with parents/guardians and for yearly DEP meetings. When a student is initially identified as AIG in Anson County, the AIG completes the Placement Record outline qualifying criteria. This document includes aptitude and achievement test scores, grades, and teacher recommendation. This document is reviewed with the parent at the yearly DEP meeting and copies of all documentation are provided. The DEP Committee consisting of the AIG teacher, school administrator, teachers, and parent all sign the DEP to begin services. Additionally, student identification is documented in NCSIS (North Carolina Student Information System), allowing school-based staff access to the information.

All forms and procedures are translated into Spanish, as needed. Other languages spoken in the home are translated as necessary through a collaboration with the Multilingual Learner (ML) department. The ML teacher is invited to meetings when needed to ensure clear communication and support from parents/guardians. AIG records at the district level are maintained for 3-5 years following graduation year.

*** 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.

Anson County Schools AIG facilitators will meet annually with parents/guardians to develop their child's personal Differentiated Education Plan (DEP) and/or Individualized Differentiated Education Plan (IDEP) and to obtain signed consent for continued services. These meetings include a review of the student's identification pathway, test scores, and other pertinent data. During each annual meeting parents will receive a copy of the AIG Glossary and the AIG Due Process/Parental Rights document. All forms and procedures are translated into Spanish, which is the secondary language used throughout the district. Other languages spoken in the home are translated as necessary. When appropriate, the ML teacher/staff can be invited to attend a student's DEP/IDEP meeting to assist with the language barrier.

Each annual meeting includes the DEP Committee consisting of the AIG teacher, school administrator, teachers, and parent. All parties sign the DEP to begin services. Additionally, student identification is documented in NCSIS (North Carolina Student Information System), allowing school-based staff access to the information. Middle school and high school DEPs include a planned course of study aligned with the student's academic strengths, goals, and career path interests. This plan is reviewed annually and may be adjusted based on student performance and interests. Students at the secondary level are invited to participate in the planning process of the DEP to encourage self-advocacy and ownership of their learning. AIG staff also participate in middle school and high school scheduling meetings and transition events to support AIG students and their parents/guardians.

If a student is twice-exceptional (2e), the AIG department and the Exceptional Children department will work collaboratively to align services. EC staff will be invited to the student's DEP meeting annually to contribute valuable information regarding services needed. AIG staff will contribute to the student's Individualized Education Plan (IEP) for EC services and also attend the meeting with parents/guardians.

*** Ideas for Strengthening the Standard**

To strengthen this standard of the plan, Anson County Schools could focus on several key areas to make the identification process more robust, equitable, and proactive:

1. Enhance Early Identification (K-2) such as:

Professional Development for K-2 Teachers: Provide targeted training for K-2 teachers on recognizing early indicators of giftedness and utilizing the data collection tools effectively.

Formalize the "Nurture Program": Clearly define the K-2 Nurture program's curriculum, activities, and criteria for entry and exit. Explain how participation in this program informs potential later formal identification.

2. Enhance the Comprehensive Learner Profile:

Explore Alternative Assessments: Investigate the use of performance-based assessments or authentic tasks that allow students to demonstrate their abilities in real-world contexts.

3. Proactive Outreach to Underrepresented Populations:

Implement strategies to actively seek out and identify potentially gifted students from underrepresented populations. This could involve community outreach, culturally responsive screening tools, and targeted information sessions.

4. Strengthen Clarity and Consistency:

Regularly Review and Update Criteria and Procedures: Ensure the Criteria for Eligibility document and Identification Flow Chart are clear, up-to-date, and consistently applied.

Planned Sources of Evidence

* AIG Referral and Eligibility Documents	
* AIG nomination and flowchart	
* Parent Referral Form and Parent Rights	
* AIG Glossary	
* AIG due Process	
* District websites and Brochures in English and Spanish	
* Assessment Information	
* Copy of the DEP	

Type	Documents	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A		 Criteria for AIG  Spanish AIG Due Process

 [Math Portfolio](#)

 [Elementary DEP](#)

 [AIG Standard 1 Additional Resources](#)

 [Reading Portfolio](#)

 [6-8 DEP](#)

 [High School](#)

 [Nomination and Identification Flow Chart](#)

Standard 2: Comprehensive Programming within a Total School Community	
Anson County Schools (040) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 2: Comprehensive Programming within a Total School Community	
<i>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.</i>	
* 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. Anson County Schools (ACS) delivers a comprehensive AIG program with services spanning grades K-12 that addresses the academic and intellectual needs of students identified as Academically Gifted Reading (AR) or Math (AM), Intellectually Gifted (IG), and Academically and Intellectually Gifted (AG). The services provided are matched to the students' identification areas through direct and indirect support that include enrichment, acceleration, and extension opportunities. Differentiated Education Plans (DEPs) help guide service delivery and are accessible to classroom teachers, counselors, administrators, and AIG staff. Original documents are housed at the district level in AIG folders by the AIG department. These plans are reviewed annually with all stakeholders. Student DEPs support instructional planning during Professional Learning Community (PLC) meetings. Services are delivered in alignment with the Multi-Tiered System of Support (MTSS) framework to ensure that gifted students are supported across tiers. Elementary At the elementary level, grades K-6, the service delivery model strategically combines AIG cluster grouping within the core classrooms with targeted small group pull-out or push-in instruction ensuring that advanced learners have an opportunity to engage with other AIG peers and produce rigorous work that is aligned to the Standard Course of Study. Instruction includes emphasis on problem based learning, thematic units, and novel studies aligned to the core curriculum for reading and mathematics. The goal of this design is to provide AIG students with greater opportunities to learn with other advanced students and create rigorous work products. To facilitate effective implementation of AIG services, collaboration with general education teachers is critical to develop extension activities aligned with core programming. Additionally, identified AIG/Nurture students from across elementary schools participate in enrichment sessions as well as receive AIG services at their home school through the pull-out model. AIG teachers will collaborate with the Instructional Coaches during Curriculum Instruction & Assessment meetings (CIA) at the district level to communicate and develop additional AIG training dates throughout the school year for all staff to meet the needs of advanced learners. Middle School Middle school AIG students are cluster-grouped within their regular education classes based upon their AIG/Nurture identification. Advanced Math pathways are in place to provide services for identified AIG/Nurture math students, with 7th grade Advanced Math and Math I at grade 8. Students also have access to online high school level course work through North Carolina Virtual Public School (NCVPS). The middle school AIG teacher provides direct enrichment instruction and virtual learning support. The AIG teacher provides core curriculum extension support to students on their instructional level with targeted small group pull-out or push-in instruction. Annual DEP meetings and family engagement sessions are planned to ensure support at the secondary level. Further support will also be provided through the counselors at the middle school. The counselors will assist with AIG/Nurture scheduling, student transfers, student transitions, and advocating for gifted learners at the middle school. Students also have access to leadership opportunities, for example through clubs and various extra-curricular activities.

High School

At the high school level, AIG services are offered through several rigorous options, including: Honors, Advanced Placement (AP) , and Career and College Promise (CCP) courses. School counselors work with AIG/Nurture students to align their course selections to college and career pathways, offer guidance on GPA calculations, transcript planning, and scholarships opportunities. Gifted learners are also able to complete Career Technical Education (CTE) course work that aligns to career goals. Students that complete all classes in a chosen CTE field are able to take part in local internships in a variety of fields. An honors section of these internships is being developed for the upcoming year in collaboration with the AIG department. Further experiences are being developed for our CTE students including an entrepreneur class with an entrepreneurship experience. During this experience, students will write their own business plans. AIG services across all grade spans are embedded with the Anson County School Multi-Tiered System of Support (MTSS) infrastructure, with time allocated for intervention and enrichment. This will allow students to receive intensive services that meet their needs based upon data reviews.

Throughout K-12, AIG staff work in collaboration with classroom teachers, instructional coaches, counselors, and administrators to provide targeted instruction and support to AIG/Nurture students. Services are aligned to student needs and reflect the flexibility of our AIG program to best fit the needs of our population. Anson County ensures all AIG/Nurture students receive equitable access to services and learning opportunities that best meet their educational needs.

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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.

Anson County Schools (ACS) has a social emotional curriculum designed to teach students skills for learning, empathy, emotion management, and problem solving. It provides a comprehensive and age appropriate curriculum for students in grades K-12. The AIG program works in collaboration with district and school staff to ensure the social and emotional development of gifted learners is supported across all learning environments. Collaboration with school counselors, teachers, AIG staff, instructional coaches, and district leadership is a priority to address the unique needs of the AIG population. The district's two elementary AIG licensed teachers have created age-appropriate social/emotional learning (SEL) lessons tailored to elementary and middle school students identified as AIG/Nurture. These social/emotional lessons are a collaboration with the counseling department through a variety of methods including: bibliotherapy, collaborative projects and technology enrichment activities. Focusing on topics such as perfectionism, underachievement, peer relationships, and identity development. These lessons are used as small-group sessions and/or whole-group instruction during enrichment blocks. Counselors assist at each school level to provide these lessons and support for AIG students that may need more intensive intervention.

At the secondary level, the AIG department works with school counselors to support AIG students through post-secondary planning in the development of individualized career and academic goals. These are included in the students' Differentiated Education Plans (DEPs), to ensure that both academic and social emotional needs are addressed and supported. All appropriate staff, teachers, administration, and counselors have access to students' DEPs to inform instruction and support AIG students. Secondary instructional coaches attend district Curriculum, Instruction, and Assessment (CIA) meetings where additional professional development opportunities are in place to address the enrichment, intervention, and social/emotional needs of AIG students. Additional training on College Board, Honors/AP coursework, and differentiation are also provided for secondary coaches. Information learned at CIA meetings will support the school Professional Learning Community (PLCs) at the secondary level.

The district has lead counselors and a SEL team that meets regularly to plan professional development and address district needs. The AIG department attends these meetings twice annually to review AIG student needs and share best practices. Counselors will provide SEL services for those students with an individualized Differentiated Education Plan (IDEP). IDEPs are created for students that are taking part in grade or subject acceleration, are twice-exceptional

(2e), or have a Limited English Plan (LEP). Collaboration between Exceptional Children and Multilingual Learners departments are necessary when creating IDEPs for AIG students that are being served through their departments.

Instructional coaches support school/grade level Professional Learning Communities (PLCs) at their designated school. Coaches have the opportunity to attend the North Carolina Association for the Gifted and Talented (NCAGT) conference in collaboration with AIG staff. Information gathered at the conference can be shared directly with school staff in PLCs to aid in meeting the AIG population needs at that school. Collaboration with district and school based Multi-Tiered System of Support (MTSS) teams for social/emotional services for AIG students is necessary to meet the needs of the learner. Tiered interventions can be set in place to balance social/emotional well being with academic growth.

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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.

Anson County Schools AIG program is aligned with the district priorities through collaboration, resource allocation, and policy integration to support gifted learners. The AIG department collaborates with the Exceptional Children (EC) department, Assessment, and Multilingual Learners (ML) department to ensure services reflect a shared commitment to differentiation and advanced learning opportunities. These partnerships are vital to development and implementation of differentiated instruction to those students identified, including students identified as twice-exceptional (2e) and ML students. AIG personnel collaborate with the general education teacher(s) to help develop differentiated lesson plans, modify content, and participate in the development of Differentiated Education Plans (DEPs) or Individualized Differentiated Education Plans (IDEPs). It is important that all personnel work effectively to ensure student learning and promote growth and acceleration with AIG students. Feedback is collected through annual North Carolina Department of Instruction created AIG surveys of students, parents, and teachers. Results from these surveys are kept digitally for access for all AIG personnel. Internal and External stakeholders partner to form the AIG Parent Advisory Panel. This panel will aid the AIG department in the development of the local AIG plan and make any modifications necessary through feedback.

Through collaboration with the Exceptional Children department (EC), students who meet the criteria for both gifted services and EC services are identified as twice-exceptional (2e). Placement decisions, annual reviews, DEP/ IDEP meetings, and collaboration on EC Individualized Education Plans (IEPs) involve members from both departments to ensure a comprehensive understanding of the learner's academic needs. Similar collaboration with the ML department is conducted to support the needs of multilingual learners and provide coordinated and aligned services.

The AIG director is also the Executive Director of Curriculum, Instruction, and Assessment. She directly participates in all Instructional Leadership Committee (ILC) meetings, Curriculum, Instruction and Assessment (CIA) meetings, Multi-Tiered Support Systems (MTSS) district meetings. The director also invites the AIG staff to join in a majority of these meetings to share program updates, promote integration of AIG best practices, and seek feedback from committee members regarding AIG needs. Discussions on School Improvement Plans (SIP) and local policies are also reviewed during ILC meetings, which allows AIG staff the opportunity to help administrators integrate AIG into current school efforts. The attendance of AIG staff and the director ensure that AIG students are represented in district lead initiatives.

*** Practice D**

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

Anson County Schools (ACS) ensures that advanced learners receive strategic and purposeful instructional grouping practices through flexible grouping and cluster grouping to ensure AIG students are consistently challenged and supported across all grade levels. At the beginning of the academic school year, each school administrator along with AIG staff, school-based leadership teams and instructional coaches use a variety of data points towards placement decisions. EOG/EOC scores, universal screening data, classroom performance, benchmark assessments, and teacher recommendations are all used to inform placement. AIG students are strategically placed with classroom teachers who have either obtained or are pursuing AIG licensure or who have met the district guidelines.

During the school year, these grouping practices are reviewed and adjusted by the school-level Professional Learning Communities (PLCs) and Multi-Tiered System of Support (MTSS) teams to analyze and monitor ongoing student data and both academic and social/emotional progress. These instructional groups are designed to be flexible, allowing students to move and be supported based on best practices in gifted education.

Dedicated intervention and enrichment blocks are built into the master schedule as Flex/Enrichment time. During this time, AIG teachers facilitate small-group instruction to deliver targeted enrichment lessons and/or co-teach with classroom teachers.

The AIG department works closely with school and district leadership teams and MTSS to ensure instructional groups are aligned. Additionally, the AIG department participates in professional development on core instructional curriculum.

AIG staff work collaboratively with MTSS to design, support and implement grouping instruction to ensure alignment with research-based instructional groupings are responsive and are focused on maximizing advanced learners.

*** 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.

Anson County Schools (ACS) AIG department ensures that all district staff, educators, district and school administration, instructional coaches and school based staff are current on AIG program delivery and instruction for AIG students. AIG staff are included in Curriculum, Instruction, and Assessment (CIA), principal and Instructional Leadership Team (ILT) meetings and will provide professional development sessions annually with additional sessions scheduled as needed to address policy changes, emerging topics, and receive instruction on differentiated instructional practices. AIG personnel will be available to model differentiated lessons and strategies aligned with the North Carolina AIG Program Standards and local plan. All faculty members will participate in ongoing training in differentiation. AIG staff will provide new educators with a Professional Development (PD) session during orientation at the Beginning Teacher Training, prior to the start of each academic school year. During this session, teachers will be presented with identification procedures, criteria for qualification, services, instructional responsibilities, differentiated learning strategies, expectations for Differentiated Education Plan (DEP) implementation and policy updates. School-level PD will occur during back-to-school meetings at each school site to provide model differentiated lessons/strategies, updates about program and policy changes, and address any school-specific concerns. These meetings will allow AIG staff to have open conversations with school-wide staff members about student progress and program services and communicate AIG/Nurture concerns and highlights. AIG staff will create a presentation with information regarding identification for all areas Academically Gifted- Reading (AR), Academically Gifted-Math (AM), Academically Gifted-Both (AG), Intellectually Gifted (IG), and Academically and Intellectually Gifted (AI), AIG personnel, and Nurture services. This presentation product will be essential in new teacher orientation at the beginning of each school year. It gives vital information regarding the program and contact information for the new teacher. To ensure district-wide consistency and clarity, explanations of the NC Academically and/or Intellectually Gifted Program Standards have been given to the superintendent, school administrators, and all support staff. Each year, the local plan is discussed and recommendations are made for future updates. A copy of the Gifted Program Standards, the approved local plan, Article 9B, Early Admission to Kindergarten documents, and appropriate forms will be available on the ACS website and each school-based website. A school site AIG handbook has been developed for principals and pertinent staff to utilize when there are questions concerning AIG programming. It contains a copy of the AIG plan, Article 9 legislation, Kindergarten Early Admission Policy, blank copies of important documents (DEP, Placement Record, etc.), a Teacher Nomination Packet, Parent Nomination Packet, Math and Reading portfolio options, and a copy of the AIG brochure.	* Practice F Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points. Anson County Schools (ACS) implements a structured communication plan that ensures AIG services are seamlessly integrated across grades K-12, schools and student transfers using students' Differentiated Education Plan (DEP). Students' DEPs are developed collaboratively with the Differentiated Education Plan Committee consisting of regular education teachers, counselors, AIG teachers and school administrators. Upon completion of the DEP, copies are distributed to teachers, placed in the student's cumulative record, and housed at the district office in the student's AIG folder. These folders are updated each year with DEPs, testing information, placement records, and etc. AIG folders are kept 3-5 years following graduation. In support of school transitions, AIG staff review student needs, service implementation and prepare for upcoming transitions with each school team. "Feeder" schools within the district are required to share student rosters, identification areas, and performance data with the receiving school. ACS has one primary school that feeds into an elementary school and four kindergarten through sixth grade schools. Teachers and administration from the primary school do an
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excellent job of getting information to the next school about the students' strengths and weaknesses and the needs to be addressed in respect to the area of giftedness.

ACS has five elementary schools that feed into one district middle school. These schools provide a list of gifted students with their identified area and each student's strength or weakness in that area as the student enters middle school. Students' EOG scores and grades are also provided with other data that pertains to student needs. Once this data is received; counselors, administrators, and advisory teachers work with students and parents to make good choices regarding student grouping, coursework, and placement opportunities.

The transition to middle school is a very important time in the life of a student. To support AIG student needs, the elementary AIG contacts and district coordinator work with the middle grades school counselor, instructional coaches, and administration to ensure that the programming needs of Nurture and gifted students are met. Additionally, camp offerings will be made available to rising 7th graders to aid in the transition from elementary school to middle school. This camp addresses not only academic needs, but social/emotional needs of AIG learners.

The middle school feeds into one high school and one early college. This transition involves assisting students and families with the high school application process. The AIG Director serves on the high school selection committee and assists with placement of students. The AIG director is also available at high school transition meetings and forums to ensure that students and parents are aware of available offerings for AIG students, in district and out of district.

Parent meetings take place in the spring of each year for students who are transitioning from middle to high school. Advisory time is offered to these students on a continuous basis to monitor student performance, make students aware of educational opportunities, and provide scholarship information.

Upon transitioning to high school, AIG program contacts set up an initial DEP meeting. Student EOG scores and grades are also provided with other data that pertains to student needs. Once this data is received counselors, administrators, and advisory teachers work with students and parents to make appropriate choices regarding student grouping, coursework, and placement options. When an AIG high school student transfers to ACS, documentation is reviewed and ACS eligibility for AIG is verified.

Collaboration between AIG staff and both Exceptional Children (EC) and Multilingual Learners (ML) Departments meet to plan personalized support during transitions when needed for Twice-Exceptional 2-e and ML/AIG learners.

Out-of-district opportunities include Governor's School and North Carolina School of Science and Math. Those students that qualify for Governor's School are supported by the school counselors throughout the application process.

AIG data and service information are shared annually with all instructional staff through orientation meetings, district and school websites, and handbooks, ensuring all ACS staff are able to effectively support AIG learners from year to year and school to school.

A school site AIG handbook has been developed for principals and pertinent staff to utilize when there are questions concerning AIG programming. It contains a copy of the AIG plan, Article 9 legislation, Kindergarten Early Admission Policy, blank copies of important documents (DEP, Placement Record, etc.), a Teacher Nomination Packet, Parent Nomination Packet, Math and Reading portfolio options, and a copy of the AIG brochure.

*** 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.

Anson County Schools (ACS) supports a range of acceleration opportunities to meet the needs of gifted students. The district maintains guidelines and aligns acceleration opportunities with state policies to ensure consistent access for students who demonstrate a need beyond their grade level. Acceleration decisions are made using multiple criteria including: academic performance, formal and informal assessment data, observations, and meetings with parents, educators, and administrators. Students at the elementary level that wish to accelerate their studies must undergo individualized testing by a licensed psychologist indicating the need, along with grades indicating the student is ready for the next grade level's work, observations conducted by AIG department staff and/or counselors, and an observation of the child by the principal and/or next grade level teacher.

Students grades K-12, can be considered for subject or grade acceleration when data consistently shows performance two or three years beyond their peers. In such cases, an Individualized Differentiated Education Plan (IDEP) is developed for the student to provide support structures needed for student success. One required support structure is counseling sessions with the school counselor that focus on social/emotional well-being. When appropriate, compacted curriculum strategies will be used to serve AIG learners to streamline progression through content already mastered. These strategies will be used in core subjects and are implemented in the regular education classroom or through differentiated instruction lessons.

In addition to subject and grade acceleration, Anson County Schools supports the State Board Policy pertaining to the Standards for Early Admission to Kindergarten, <u>KNEC-001</u>, "Policy delineating the standards for early admission to kindergarten." This policy requires that children who reach their fourth birthday by April 16th, may enter kindergarten if they demonstrate an extraordinary level of academic ability, social and developmental maturity, and the ability to participate in a full school day. The policy establishes the specific aptitude and achievement test score levels and requires that all testing occurs after April 16th following the child's 4th birthday. (Anson County Schools <u>Policy-4100: Age Requirements for Initial Entry</u>) At the middle and high school levels, students may access advanced coursework through Honors, Advanced Placement (AP), and North Carolina Virtual Public School (NCVPS), as well as dual enrollment opportunities through College and Career Promise (CCP) offerings. AIG staff work closely with counselors and administrators to ensure appropriate placement, scheduling, and transitions are aligned with student strengths and academic goals. Additionally, students who wish to complete high school at an accelerated rate may pursue the Accelerated Pathway for Early Graduation in Three Years, in accordance with <u>State Board Policy Grad-006</u>.	Interested students and families work with school counselors to develop a comprehensive plan that outlines graduation requirements, postsecondary goals, and support mechanisms. Anson County Schools also utilizes the Credit by Demonstrated Mastery (CDM) process, which enables students to earn credit for specific courses by demonstrating mastery without requiring the student to enroll in the course for credit. CDM is open to all public school students in grades 9-12 in high school courses and for students in grades 6-8 for high school courses offered in middle school. The CDM process consists of two phases: Phase 1 consists of an assessment such as End-of-Course (EOC), a Career and Technical Education (CTE) state assessment, or locally developed final exam. Phase 2 consists of an artifact to demonstrate a deep understanding and application of course content. The Phase 2 artifact will be scored by a designated school instructional staff member or according to CTE guidelines related to the course category. Students are allowed to attempt CDM for any course only one time. Retesting is not permitted. Students who are interested in Credit by Demonstrated Mastery (CDM) should complete the CDM Student and Family Application located on Anson County Schools website and return it to their guidance counselor or principal.	AIG staff will create an IDEP based upon student needs to support acceleration, if this pathway is chosen. This IDEP is a collaboration between parents, teachers, AIG staff, principal, and student. Copies will be distributed to the appropriate parties and an original is kept on file. The AIG department has a partnership between the Multilingual Learners (ML) department to accommodate the needs of multilingual families, through translated AIG documents and participation during DEP/IDEP meetings.	* Practice H Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming. Anson County Schools (ACS) is committed to expanding opportunity and nurturing excellence in early learners through intentional, frontloaded programming that supports the academic, intellectual, and social/emotional needs of K-3 students with high potential. ACS utilizes two talent development pathways in the early grades: the K-2 Nurture program and a new K-2 Talent Development initiative.
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The K-2 Nurture Program is designed to identify students who demonstrate above grade level potential in reading and/or math through universal screening data (mClass, IXL, Kindergarten Entry Assessment), classroom performance, and teacher completion of the Teacher Observation on Potential in Students (TOPS) forms. The criteria is communicated annually to teachers and the AIG team collaboratively reviews student profiles prior to placement in Nurture services. This program will focus on targeted, small group instruction using above level materials and enrichment tasks embedded with the core curriculum for reading and mathematics. Kindergarten through 2nd grades will also build an enrichment block into daily schedules to extend learning for Nurture students.

To further support inclusive and expanding opportunities to AIG services, ACS is expanding talent development programming into grades K-2. AIG staff will collaborate with classroom teachers through co-teaching during enrichment blocks, exposing all students to advanced content and tasks in reading and math. This will provide AIG staff the opportunity to observe how students respond to advanced tasks, to ensure that talent is observed in the regular education classroom. This gives equitable access to underrepresented populations: culturally/ethnically diverse, economically disadvantaged, multilingual, and twice-exceptional (2e). Talent Development observations may lead to formal placement in the K-2 Nurture program.

Anson County Schools (ACS) has a social emotional curriculum designed to teach students skills for learning, empathy, emotion management, and problem solving. It provides a comprehensive and age appropriate curriculum for students in grades K-12. The AIG program works in collaboration with district and school staff to ensure the social and emotional development of gifted learners is supported across all learning environments. Collaboration with school counselors, teachers, AIG staff, instructional coaches, and district leadership is a priority to address the unique needs of the AIG population.

Students that meet the qualification requirements in kindergarten through second grade can be formally identified for services if there is clear demonstration of need for differentiated services. Nurturing services are available for this grade span (K-2), but formal AIG identification would need a licensed psychologist administered IQ test. These students would need to demonstrate two or more grade levels above the current grade level in order to qualify. This could be demonstrated on the TOPS form, rating scales, and classroom performance. Third grade students are qualified for AIG/Nurture services in the Fall, when aptitude scores and Beginning-Of-Grade 3 (BOG) scores are processed. Anson County Schools incorporates an universal aptitude test for grades 2 and 4, with 2nd graders taking their aptitude test in the late spring. This will aid AIG staff in qualifying students at the beginning of third grade.

*** 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.

Anson County Schools is committed to expanding excellence and increasing access to advanced learning opportunities across grades 4-12. Through intentional talent development and frontloading strategies, ACS aims to identify and nurture potential students that have not been formally identified yet as

gifted, focusing on students from ACS's underrepresented groups; culturally/ethnically diverse, economically disadvantaged, multilingual, twice-exceptional (2e), and highly gifted learners.

ACS has built a base for grades 4-12 through the Nurturing Program (grades K-12), offering early, enriched academic experiences for students who show potential for advanced learning. These efforts include differentiated instruction, small group enrichment, pull-out services with AIG teachers, problem-based learning, technology-integrated opportunities (North Carolina Virtual Public School-NCVPS) and Honors/AP coursework. Nurturing Differentiated Education Plans (NDEPs) are provided for these students and are collaboratively developed by teachers, AIG staff, counselors, and families to document strengths, areas of growth, and support strategies. These students participate in cluster grouping alongside AIG students to provide an environment where these learners can thrive alongside intellectual peers. ACS continues to provide intentional support through clustered instruction, access to high-level coursework, and mentoring opportunities to develop potential under-represented populations.

General education staff are encouraged to pursue AIG licensure and engage in professional learning that focuses on talent development and expanding opportunities for all students. These mindset shifts are supported through district policies that emphasize inclusivity and access.

Collaboration between AIG, Exceptional Children (EC), Multilingual Learner (ML) departments and Title 1 ensures that instruction and scheduling decisions support the needs of gifted 2e and ML students. Ongoing training for teachers includes strategies for recognizing advanced potential in all learners and delivering rigorous, responsive instruction. Performance data, observations, and portfolios are used to identify students that show potential, but may not qualify for AIG services. Advanced coursework, curriculum compacting, and/or targeted enrichment should be incorporated into student coursework that best aligns with their learning needs. Student participation in book clubs, robotics, summer enrichment programs, transition camps between elementary and middle school and middle to high schools, and interest based opportunities align to Multi-Tiered Systems of Support (MTSS). These opportunities provide academic enrichment and build confidence that directly supports academic growth.

ACS utilizes universal screening and multiple pathways for demonstrating ability, including nonverbal assessments like the Naglieri Nonverbal Ability Test (NNAT). Multilingual Learners may also be assessed in their home language.

At the middle school and high schools in Anson County, students who are not formally identified as AIG can participate in the Nurture Program. Nurture students are cluster-grouped together for Reading and Math instruction with high performing and gifted learners. The middle school has a school counselor that meets with and supports Nurture students. In addition a Child Family Support Team (CFST) consisting of a school social worker and nurse are employed full time at the school and are available to address social/emotional and health needs. A goal for 2022-2023 is the strategic expansion of student programs and clubs aligned to Multi-Tiered Systems of Support (MTSS). Twice-Exceptional (2E) students and English Language Learners (ELL) also receive additional support at the secondary level from the Exceptional Children's department and the English Language Learner department. Collaborative efforts and planning occur to ensure that best scheduling practices are maintained, teachers receive effective teaching strategies, and the Professional Learning Committee process is being followed.

The district will review performance information to determine students that are under identified and show potential to excel in studies. These students will be targeted for advanced course work and additional support services to meet their unique learning needs and help them reach their potential. Anson County Schools will place an increased emphasis on identifying students from diverse cultures and economic groups, which are traditionally under-represented in the AIG program. Opportunities will be provided to these students that exhibit high intellect and the need for advanced studies. Also those students that are English Learners will be given the opportunity to take other aptitude tests in order to assist with the identification process. Tests offered include nonverbal assessments such as the Naglieri-Nonverbal Ability test. When appropriate, EL students can also be tested in their first language to provide them an equal opportunity into the AIG program. Anson County Schools will continue to strive to increase AIG/Nurture services for under-represented AIG populations outside of the traditional services. Nurture services have been extended to those students that are out-performing their peers at elementary Targeted Support and Improvement Schools (TSI). Names of those students identified, as Nurture, will be shared with the middle school and high schools to further advance the academic needs of students.

	* Practice J Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day. AIG students have the opportunity two times a month to work on STEAM projects and activities through the Planetarium in the District. In addition, AIG students come together at one host school site quarterly and work together with other AIG students on grade level.
* Ideas for Strengthening the Standard	1. Enhance Specificity and Measurability of Services: Define "Enrichment," "Acceleration," and "Extension" More Clearly: Provide concrete examples of what these look like at each grade level and within different subject areas. Instead of general terms, describe specific strategies, curriculum modifications, or activities Track the Implementation and Impact of DEP Strategies: Establish a system for documenting how DEP strategies are being implemented in the classroom and collect data on their impact on student learning and growth. 2. Strengthen Consistency and Depth of Service Delivery: Expand Targeted Small Group Instruction: Explore opportunities to increase the frequency and duration of targeted small group pull-out or push-in instruction, ensuring it is focused on specific learning needs identified in DEPs. Ensure Consistent AIG Cluster Grouping Implementation: Provide clear guidelines and professional development to ensure that AIG cluster grouping is implemented effectively and consistently across all elementary and middle schools. Enhance Core Curriculum Extension Activities: Provide more structured support and resources for general education teachers to develop high-quality extension activities that are genuinely challenging and aligned with the core curriculum. Increase Structured Collaboration Time: Allocate dedicated time for AIG teachers to collaborate with general education teachers, instructional coaches, counselors, and administrators to plan, implement, and monitor AIG services. Expand Targeted Small Group Instruction: Explore opportunities to increase the frequency and duration of targeted small group pull-out or push-in instruction, ensuring it is focused on specific learning needs identified in DEPs.

Planned Sources of Evidence		
* Lesson Planning		
* Guidelines for Master Scheduling and AIG Schedules for service delivery		
* Professional learning communities meeting agendas.		
Type Documents Document Template Document/Link		
AIG Standard 2 Additional Resources	N/A	 Middle School Master scheduling guidelines  Elementary Scheduling

Standard 3: Differentiated Curriculum and Instruction

Anson County Schools (040) 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.

Anson County Schools adopts a comprehensive K-12 strategy to address differentiated curriculum for AIG learners, that includes enrichment, extension, and acceleration strategies that are aligned to the NC Standard Course of Study (SCOS). Differentiation occurs at both elementary and secondary levels in the regular classroom, AIG pull-out program, advanced coursework, and the use of online platforms. Professional development opportunities are targeted to meet differentiation needs. The AIG staff works in partnership with instructional coaches during Curriculum, Instruction, and Assessment meetings (CIA) to develop extension and enrichment lessons that are aligned to the SCOS and the district's core curriculum for reading, math, science, and social studies. These lessons are shared with general education teachers and further modified to align to grade level needs during Professional Learning Communities (PLCs) facilitated by instructional coaches at home schools. AIG staff participation in grade level PLCs ensures support for enrichment and/or extension lessons aligned to the district's reading and math curriculums. Additionally, AIG teachers provide modeling support for general education teachers through co-planning and sharing instructional resources in PLCs. Co-teaching opportunities will be developed with teachers and utilized to share enrichment lessons. Students' Differentiated Education Plans (DEPs) are developed collaboratively with the Differentiated Education Plan Committee consisting of regular education teachers, counselors, AIG teachers and school administrators. This collaboration ensures that differentiated instruction practices are integrated into regular education classrooms.

Elementary

At the elementary level, grades K-6, the service delivery model strategically combines AIG cluster grouping within the core classrooms with targeted small group pull-out or push-in instruction ensuring that advanced learners engage with other AIG peers and produce rigorous work that is aligned to the SCOS. Instruction includes emphasis on problem based learning, thematic units, and novel studies aligned to the core curriculum for reading and mathematics. The goal of this design is to provide AIG students with greater opportunities to learn with other advanced students and create rigorous work products. To support general education teachers, AIG staff provide coaching, classroom modeling, and co-planning to ensure appropriate differentiation strategies are embedded into everyday instruction. During enrichment/intervention blocks, AIG students will participate in extension lessons developed through the collaboration between AIG staff, instructional coaches, and general education teachers to ensure alignment with core programming and effective implementation of AIG services in the regular classroom.

Additionally, identified AIG/Nurture students from across elementary schools participate in enrichment sessions as well as receive AIG services at their home school through the pull-out model. Advanced materials are available to elementary AIG students through the use of an online platform. Extension, enrichment, and acceleration activities are delivered through assigned coursework and the implementation of Advanced Learning Labs designed by NC Department of Public Instruction and the Division of Advanced Learning and Gifted Education.

Middle School

Middle school AIG students are cluster-grouped within their regular education classes based upon their AIG/Nurture identification. Advanced Math pathways are in place to provide acceleration services for identified AIG/Nurture math students, with 7th grade Advanced Math and Math I at grade 8. Students also have access to online high school level course work through North Carolina Virtual Public School (NCVPS), allowing for further acceleration. The middle school AIG teacher provides direct enrichment instruction and virtual learning support, ensuring students remain challenged and engaged. The AIG teacher provides core curriculum extension support to students on their instructional level with targeted small group pull-out or push-in instruction. In select general education classrooms the co-teaching model is utilized to differentiate instruction with the AIG teacher. To support differentiated instruction, the AIG teacher collaborates with instructional coaches and regular education teachers during PLCs and planning periods to develop extension tasks aligned to the district's core reading and math curriculum.

High School

At the high school level, AIG services are offered through several rigorous options, including: Honors, Advanced Placement (AP), and Career and College Promise (CCP) courses. School counselors work with AIG/Nurture students to align their course selections to college and career pathways, offer guidance on GPA calculations, transcript planning, and scholarships opportunities. Gifted learners are able to complete Career Technical Education (CTE) course work that aligns to career goals. Students that complete all classes in a chosen CTE field are able to take part in local internships in a variety of fields. An honors section of these internships is being developed for the upcoming year in collaboration with the AIG department. Further experiences are being developed for our CTE students including an entrepreneur class with an entrepreneurship experience. During this experience, students will create and write their own business plans.

Students interested in completing high school at an accelerated rate may pursue the Accelerated Pathway for Early Graduation in Three Years, in accordance with State Board Policy Grad-006. Interested students and families work with school counselors to develop a comprehensive plan that outlines graduation requirements, postsecondary goals, and support mechanisms. An additional acceleration pathway for students at the high school level includes Credit by Demonstrated Mastery (CDM), which enables students to earn credit for specific courses by demonstrating mastery without requiring the student to enroll in the course for credit. CDM is open to all public school students in grades 9-12 in high school courses and for students in grades 6-8 for high school courses offered in middle school. Monitoring of CDM data ensures that students that take an accelerated course are supported appropriately by AIG staff. During NC Countdown to College week, AIG staff will be on hand to assist AIG seniors with the college applications, FAFSA forms, and residency. Anson County Schools uses its mass communication platform to promote this event and increase participation.

* Practice B

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

Anson County Schools uses a range of data including: formal and informal assessment scores, classroom observations, and teacher recommendations to form best practices for instruction. This collection of data directly informs the creation of Differentiated Education Plans (DEPs) tailored to best meet the needs of the AIG learner. To meet the diverse needs of the AIG learner, Carol Ann Tomlinson's instructional strategies that support differentiation such as: learning contracts, tiered-activities, choice boards, curriculum compacting, and group investigation are applied in the core curriculum to provide rigor, depth, and complexity. Student based interest choice boards and/or learning contracts are utilized in the AIG classroom and through an online platform.

The AIG staff works in conjunction with instructional coaches to provide targeted grade level and/or subject support in effective instructional practices during Professional Learning Communities (PLCs). Presentations on differentiation strategies will be utilized to show effective ways to meet the AIG learners needs. AIG staff will demonstrate the usefulness of different instructional strategies and how they can align with student identification and student strengths. Students identified at the middle school as Academically Gifted in Math, may take acceleration courses, such as: 7th grade Advanced Math and 8th grade Math I. Regular education teachers will follow pre-assessment guidelines to guide AIG differentiated instruction and provide curriculum compacting as needed or learning contracts that provide a variety of options for the AIG learner. Self-selected topics of study can also be utilized when needed to support student growth.

Modeling support and co-teaching opportunities will be developed with teachers and utilized during enrichment activities.

ACS administrators and certified staff receive training in differentiation and rigor through various professional development opportunities offered annually. Lesson plans and lesson delivery are monitored by the principal to determine if teachers are providing differentiated instruction to all students.

At the high school level differentiation continues through several rigorous options, including: Honors, Advanced Placement (AP), and Career and College Promise (CCP) courses. School counselors work with AIG/Nurture students to align their course selections to college and career pathways and student interests. Gifted learners are able to complete Career Technical Education (CTE) course work that aligns to career goals. Additionally, Credit by Demonstration is available to AIG students to support student-directed learning pathways. This gives students an opportunity to choose other coursework that best meets their career interests and/or allow for accelerated graduation. Honors and AP teachers attend available professional development to strengthen skills in lesson planning and delivery of lessons that are differentiated and rigorous at an advanced/college level. The AIG department will assist with the funding of these professional development opportunities and the district will take advantage of AP Summer Institute offerings to provide differentiated instruction and professional development during the plan cycle.

Anson County Schools systematically addresses the diverse learning needs of AIG students (K-12) by utilizing their identified abilities, readiness, and interests through:

- **Targeted Professional Development:** ACS administrators and certified staff receive ongoing training in differentiation and rigor to effectively address the spectrum of student learning needs. This includes strategies for differentiating content, process, product, and learning environment based on student readiness, interests, and learning profiles.
- **Principal Monitoring of Differentiated Instruction:** Principals actively monitor lesson plans and delivery to ensure teachers are implementing differentiated instruction to meet the varying needs of all students, including those identified as AIG.
- **AIG Personnel Involvement in Curriculum Development:** AIG personnel collaborate in unit plan development and implementation to proactively integrate strategies that cater to the advanced learning needs of AIG students.
- **Thematic Extension Activities:** AIG personnel develop and align thematic extension activities to district unit plans. These resources provide opportunities for students with prior mastery or those needing above-grade-level challenges to engage with the same topic in a more complex and rigorous way.
- **AIG Pull-Out Programs:** AIG teachers conduct pull-out sessions that offer above-grade-level thematic units and the option for students to pursue self-selected topics based on their interests, further differentiating instruction and fostering deeper engagement. Differentiated instructional strategies are integral to these pull-out sessions.
- **Cluster Grouping:** The district recommends and implements cluster grouping of AIG students within regular education classrooms to facilitate peer interaction and targeted differentiation by classroom teachers.
- **Advanced Coursework and Support:** Honors and AP teachers receive specialized professional development to enhance their ability to provide differentiated and rigorous instruction at an advanced level. The AIG department supports these opportunities.

- **Strategic Transitions:** The AIG department actively supports student transitions between elementary, middle, and high school through participation in transition meetings and providing enrichment offerings for all students. These activities address academic and social-emotional needs.
- **Advanced Academic Pathways:** The district offers a range of advanced academic options, including Honors, Advanced Placement (AP), and Career and College Promise (CCP) courses, allowing students to select pathways aligned with their abilities, interests, and post-secondary goals. Counselors guide students in making informed choices.
- **Alignment with Post-Secondary Goals:** Collaborate with CTE Director with job shadowing and community service experiences are aligned with students' college and career interests, further individualizing learning opportunities based on their aspirations.

* Practice C

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

Anson County Schools incorporate a variety of evidence-based resources to enhance student learning and support the academic, intellectual, and social/emotional needs of advanced learners. These resources are selected based on current research and aligned with students' strengths and interests to support holistic growth and development.

Academic and Intellectual Core Resources:

Anson County Schools strategically incorporates a variety of evidence-based resources to enhance the learning experiences of AIG students (K-12).

Evidence-Based Curriculum Materials: The district utilizes the following evidence-based curriculum materials across all grade levels to provide a strong foundation and additional layers of support in core areas:

Mathematics (K-12): Envisions Math

English Language Arts (K-8): CKLA-ELA

English Language Arts (9-12): SAVVAS-ELA

Science (K-12): STEMScopes

Social Studies (K-12): Discovery Education

Supplemental Practice & Skill Development (K-12): IXL

Computer Science (3-5): Code.org

State-Aligned Resources: NCDPI Learning Labs

Additional supplemental AIG resources:

Singapore Math (grades 3-5) focuses on problem solving that builds throughout each grade level vs. rote memorization.

-Hands-On Equations (grade 5) are algebraic manipulatives used to give a hands-on approach to algebraic thinking.

-Developing Fraction Sense (grades 3-4) is enrichment lessons and manipulatives used to give a foundation in fractions that builds to mastery.

-Novel Inventions (grades 3 -8) integrates problem based learning with creativity.

-Michael Clay Thompson Vocabulary (grades 3-5) is an advanced vocabulary based on Greek and Latin stems that build a foundation for language.

Professional Development Focused on AIG Needs: The Curriculum and Instruction department offers ongoing professional development for all ACS teachers on differentiation and effective instruction. Teachers working with AIG students are strongly encouraged to pursue AIG licensure from accredited institutions or participate in local AIG-focused professional development. These opportunities equip educators with the knowledge and skills to effectively address the unique needs of AIG learners within various educational settings.

Specialized AIG Professional Development: AIG personnel are provided opportunities to attend the North Carolina Association for the Gifted and Talented (NCAGT) Conference. This conference offers certified staff access to the latest updates on AIG plans, evidence-based teaching models, and a wealth of relevant AIG resources to further enhance their ability to support gifted learners. These resources are embedded within enrichment times and AIG pull-out services. AIG teachers collaborate with regular education teachers during Professional Learning Communities (PLCs) to align these materials with grade level needs.

Social and Emotional Resources:

To address social and emotional needs, Anson County Schools (ACS) has a social emotional curriculum, Second Step, which is designed to teach students skills for learning, empathy, emotion management, and problem solving. It provides a comprehensive and age appropriate curriculum for students in grades K-12. AIG staff and school counselors collaborate to apply these lessons specifically for the AIG learner incorporating perfectionism, asynchronous development, and overexcitability. Counselors assist at each school level to provide these lessons and support for AIG students that may need more intensive intervention.

The AIG department is in the process of developing a unit of study for newly identified AIG students, "What It Means To Be Gifted". The unit will be utilized during the first semester after identification, with follow up sessions during transitions from elementary to middle school and middle to high school. The district's two elementary AIG licensed teachers have created age-appropriate social/emotional learning (SEL) lessons tailored to elementary and middle school students identified as AIG/Nurture. These social/emotional lessons are a collaboration with the counseling department through a variety of methods including: Second Steps, bibliotherapy, collaborative projects and technology enrichment activities. Focusing on topics such as perfectionism, underachievement, peer relationships, and identity development. These lessons are used as small-group sessions and/or whole-group instruction during enrichment blocks.

AIG staff participate in school and district based teams: Multi-Tiered System of Support (MTSS) and Professional Learning Communities (PLCs) to ensure instruction is responsive to student needs. Regular education teachers can access materials for academic, intellectual, and/or social emotion through the AIG department's resource library.

Anson County Schools staff are encouraged to pursue AIG licensure and engage in professional learning such as the annual North Carolina Association for the Gifted and Talented (NCAGT) conference, that focuses on talent development and expanding opportunities for all students. Collaboration with the Student Services, Exceptional Children, and Multilingual Learners (ML) department will ensure that SEL supports are in place for all AIG learners including: twice-exceptional (2e) and ML students.

* 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.

Anson County Schools (ACS) is committed to fostering AIG students for life-long success through intentionally embedding the North Carolina Portrait of a Graduate (POG) competencies into academic and enrichment programming. The six competencies- adaptability, collaboration, communication, critical thinking, learner's mindset, and personal responsibility are incorporated for future success in careers and/or post-secondary success.

Elementary:

AIG students from all elementary schools participate in monthly district-wide consolidated sessions explicitly designed to cultivate future-ready skills. Thematic units during these sessions emphasize real-world applications and incorporate activities that promote critical thinking, communication, collaboration, creativity, curiosity, and leadership. One AIG-licensed teacher rotates across elementary schools, partnering with general education teachers to co-plan and deliver lessons that embed these essential skills. Classroom differentiation for AIG students includes research opportunities, independent studies, learning contracts, curriculum compacting, tiered assignments, and enrichment activities, both in and out of the classroom, further nurturing these competencies.

Middle School:

One AIG-licensed teacher leads dedicated AIG/Nurture lessons for grades 6-8, structured outside the regular classroom and aligned with county unit plans. These accelerated thematic units, integrated with technology and project-based learning, emphasize the development of future-ready skills. This teacher also facilitates NCVPS coursework, offers transition support, and provides engagement lessons. The AIG Scholars counselor further supports the development of these skills through scheduling, transitions, and advocacy. The AIG department also collaborates with school-level events like Math Fairs, Career Fairs, Science Fairs, and Battle of the Books to provide opportunities for critical thinking, problem-solving, and high-level communication and collaboration. Participation in technology-based contests and Battle of the Books offers opportunities for competition and recognition.

High School:

At the high school level, Advanced Placement (AP) and Career and College Promise (CCP) courses provide rigorous academic experiences that inherently develop future-ready skills. School counselors guide gifted learners in selecting pathways aligned with their post-secondary goals, considering job shadowing, internships, and community service opportunities. These experiences are intentionally aligned with students' college and career interests, fostering leadership, collaboration, and communication in real-world contexts. The district also provides resources to familiarize students with college admittance criteria and the characteristics of successful college students.

Across All Levels:

The AIG department actively collaborates with various school-level events and extracurricular opportunities to provide AIG students across the county with engaging contexts for developing critical thinking, problem-solving, and advanced communication and collaboration skills.

*** Practice E**

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

Anson County Schools (ACS) uses a variety of assessments to guide differentiated instruction and support and enrich advanced learners. Students participate in ongoing formative assessments that include: pre-assessments, informal assessments (e.g. exit tickets, checklists, student project/work products), NC Check-ins 2.0, Common Formative Assessments (CFAs), benchmark and diagnostic assessments. Summative assessments include: classroom assessments, North Carolina End-of-Grade/End-of Course tests, and Advanced Placements exams. These tools give teachers data in a timely manner to guide and understand student performance and inform instructional decisions. A K-8 universal screener and adaptive personalized learning program is utilized to provide support to gifted learners at their present level of performance, ensuring enrichment and learning opportunities are aligned with student needs.

Pre-assessments are given before a new instructional unit to identify students who demonstrate mastery of upcoming content and ensure they receive appropriate differentiated instruction. Teachers utilize research based strategies including: curriculum compacting, choice boards, learning contracts, and tier activities to match instruction to students' identified AIG area (Academically Gifted in Reading-AR, Math-AM, or both-AG; Intellectually Gifted-IG; or Academically and Intellectually Gifted-AI) and interests. The data derived from pre-assessments will give a clear indication of the level of mastery of the student. With the data obtained from formal and informal assessments, the teacher will be able to individualize instruction to best meet the needs of each student. Regular education staff utilize the core curriculum end of unit assessments to determine student growth and develop strategy for enrichment or intervention based upon student data.

Assessment data is routinely analyzed during Professional Learning Communities (PLCs) between AIG teachers, instructional coaches, administration and teachers. These collaborative sessions assist in identifying patterns in student achievement, developing targeted enrichment opportunities, appropriate differentiation strategies, and how to adjust instruction based on individual student needs. As part of the Multi-Tiered System of Support (MTSS) framework, data is also used to identify students needing enrichment beyond the core curriculum and address social and emotional needs of students based on behavior and attendance as other contributing factors.

Teachers are supported in utilizing data through ongoing professional development (PDs) opportunities that assist in interpreting data and applying strategies such as tiered assignments, flexible grouping, curriculum compacting and project/problem based learning. Informal assessments and classroom observations are used to regroup students, target small group instruction and offer advanced learning options during enrichment blocks. Each elementary school provides a dedicated daily enrichment/flex block in the master schedule. During this time AIG students engage in extended learning opportunities based on assessment data with a focus on enrichment, mastery and growth. AIG students academic data is monitored over time to evaluate effectiveness of differentiated strategies and inform instruction. Data is shared with appropriate district staff and families to ensure transparency and academic support.

*** Practice F**

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

The AIG department works in collaboration with Exceptional Children (EC), Testing and Accountability, Multilingual Learners (ML), and regular education teachers. Collaboration between these departments is important in order to develop and implement differentiated instruction to those students identified as twice-exceptional and multilingual students. The EC department supports the AIG department by helping to develop Differentiated Education Plans (DEPs) and/or Individualized Education Plans (IEPs), and Individualized Education Plans (IEPs) for twice-exceptional (2e) students. Accommodations and services that align with students' strengths and challenges are implemented to best meet the twice-exceptional learners' needs. The Testing and Accountability coordinator works with the AIG department to assist with online assessment issues, or for pulling up reports needed for DEPs or the identification process. The testing coordinator collaborates with AIG staff to administer the universal screener aptitude test during the Fall and Spring to grades 2 and 4. Additionally, test scores are also provided through this department from achievement and aptitude testing to guide identification and placement decisions.

AIG staff participate in school and district based teams: Multi-Tiered System of Support (MTSS), Curriculum, Instruction, and Assessment (CIA), and Professional Learning Communities (PLCs) to advocate for differentiated instruction as a part of the core curriculum and to support gifted learners. In CIA meetings, the AIG staff collaborate with instructional coaches to develop differentiated instruction lessons that are aligned to the North Carolina Standard Course of Study (SCOS) and the district's core instructional framework. These meetings also include presentations on differentiation strategies to best support the needs of gifted students. The strategies and lessons are then shared with general education teachers and adapted during PLCs facilitated by instructional coaches at home schools to meet specific grade level needs. At the high school level, AIG staff partner with curriculum coaches to enhance honors-level coursework using The Honors Course Development and Evaluation Tool. This collaboration ensures that instruction remains rigorous, differentiated, and aligned with the high expectations of the Anson County Schools' Honor program.

AIG staff participation in grade level PLCs ensures support for differentiation strategies and provides ongoing collaboration between the AIG teachers and regular education teachers. Additionally, AIG teachers provide modeling support for general education teachers through co-planning and sharing instructional resources in PLCs. Reflective discussions are facilitated using guiding questions such as: ▪ Are AIG students able to accelerate when needed? ▪ Are AIG students encouraged to extend learning beyond the basic level of understanding? ▪ Do AIG students have an opportunity to NOT “succeed with ease” in order to develop their talent and potential? These guiding questions guide instructional planning and ensure AIG students are consistently engaged and challenged in the regular education classroom. Co-teaching opportunities will be developed with teachers to further model differentiated instruction through the use of tiered assignments, curriculum compacting, and learning contracts.										
* Ideas for Strengthening the Standard • Implementation: Document the routine use of NC Check-ins and other formative assessments, and how this data informs instructional differentiation and flexible grouping. Show how AIG teachers are involved in data analysis and DEP/IDEP adjustments. • Monitoring: Collect examples of lesson plans showing differentiated instruction based on assessment data, records of flexible grouping strategies used, and evidence of DEP/IDEP modifications based on data trends. • Success Metrics: Monitor student growth on formative and summative assessments. Look for evidence that differentiation and flexible grouping are leading to improved learning outcomes for AIG students. • Evidence: Provide examples of data-driven instructional adjustments, records of flexible grouping implementation, and evidence of student progress as a result of these practices.										
Planned Sources of Evidence <table><tr><td>* Formative Assessments</td><td></td></tr><tr><td>* Camp Flyer and Invitations</td><td></td></tr><tr><td>* Lesson Plans</td><td></td></tr><tr><td>* DEP Plans</td><td></td></tr><tr><td>* Data Analysis Reports</td><td></td></tr></table>	* Formative Assessments		* Camp Flyer and Invitations		* Lesson Plans		* DEP Plans		* Data Analysis Reports	
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* DEP Plans										
* Data Analysis Reports										

* Professional development logs

Documents

Type	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A	 Reading Portfolio
		 Math Portfolio

Standard 4: Personnel and Professional Development

Anson County Schools (040) 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.

Anson County Schools (ACS) employs a highly qualified AIG Director who holds a master's degree in Education Administration and a doctorate in Educational Leadership. Although the director does not currently have the AIG licensure add-on, they lead the AIG program with support from a team of AIG-licensed educators. The director is the Executive Director of Curriculum, Instruction & Assessment. A support system of AIG-licensed teachers has been established to assist the AIG Director in the implementation and monitoring of the AIG Plan. There is an AIG District Coordinator on staff that helps to guide and direct the AIG team.

The AIG Director is responsible for revision, implementation, and monitoring of the AIG plan. These responsibilities include overseeing the district-wide screening, referral, and identification processes and monitoring the implementation of AIG services across school sites. The director also advocates for the needs of AIG students at both the school and district level, manages the AIG budget, and provides leadership and professional development opportunities for AIG licensure. The director will also attend or send a designated representative to regional and state level AIG meetings to ensure that Anson County Schools AIG plan is updated with current legislation and policies.

The AIG Director is a participant in the district's Multi-Tiered System of Support (MTSS) team, to ensure that the needs of gifted students are considered when planning academic and behavioral supports for all students. Another role of the AIG Director is to collaborate with AIG teachers during AIG Professional Learning Communities (PLC) meetings to ensure fidelity within the program. These meetings focus on instructional strategies, compliance, and the enhancement of services for gifted learners. Professional development opportunities are made available to AIG teachers to help strengthen the program and plan revisions. The AIG Director will also participate in Open Forum meetings provided by the district. During these meetings the director can communicate AIG policies, identification practices, and AIG services.

The creation of an AIG Handbook will be drafted during the 2025-2026 school year to clarify the expectations for the AIG program and list the roles and responsibilities of AIG staff.

*** 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.

Anson County Schools (ACS) implements a blended service delivery model to support the academic, intellectual, and social/emotional needs of K-12 AIG/Nurture students. The personnel structure includes a team of AIG certified teachers at the elementary and middle school levels, as well as AIG licensed administrators, interventionist, and several teachers who contribute to the implementation of the local AIG plan. This personnel structure directly supports the vision and mission of the AIG plan, by ensuring qualified staff are hired to deliver and coordinate services for gifted learners. These staff members collaborate with the AIG director to ensure program fidelity.

At the elementary level, two AIG certified teachers rotate between schools to provide structured enrichment instruction outside of the core English Language Arts and Math blocks. One of these teachers holds a Master's degree in Administration, and both are certified in AIG, bringing a strong foundation in instructional leadership and gifted education. These educators implement Problem-Based Learning (PBL) projects, thematic units and novel studies aligned with the district's reading program; Core Knowledge Language Arts (CKLA). Social/emotional lessons will be embedded in the curriculum taught by the AIG elementary teachers to support students' needs. The two AIG teachers will facilitate annual Differentiation Education Plan (DEP) reviews, maintain updated AIG rosters in Infinite Campus, and manage AIG documents on the school's and district's website. Cluster grouping is used to enhance peer interactions and promote academic challenge within the regular education classroom. AIG teachers participate in school-level MTSS teams, where they advocate for gifted learners and ensure that tiered supports address enrichment needs.

At the middle school level, a certified AIG teacher holds a degree in secondary education and is licensed with the AIG add-on certification. This educator also brings years of classroom experience and serves in a 72.5% state salary position as a working retiree. Depending on school administrative decisions, the AIG teacher will provide gifted instruction either through a pull-out model or through inclusion within core classes. The responsibilities of the AIG teacher at the middle school include delivering enrichment instruction, providing virtual learning support for students enrolled in North Carolina Virtual Public School (NCVPS), and offering social/emotional and academic transition support to gifted students. The teacher also facilitates annual DEP reviews, hosts parent/guardian engagement sessions, and contributes to the planning of student academic pathways.

To enhance student learning, ACS continues to cluster group students and has identified mathematically able students in 7th grade for Accelerated Math and Math I at grade 8. The middle school math instructional coach also assists the AIG Director with this process annually. If during DEP meetings; parents, students, and staff feel that a student needs additional coursework or accelerated courses, then the AIG student is given the opportunity to participate in NCVPS courses for high school credit. The North Carolina School of Science and Mathematics (NCSSM) conducts an annual presentation to middle school AIG students, informing them of advanced learning opportunities, residential high school programs, and camp opportunities.

At the high school level, the AIG program is supported through collaboration with the principal at Anson County Early College (ACEC), who holds licensure in AIG, counseling, and school administration. This administrator supports the school counselor and college liaison with reviewing the DEPs, AP/Honors mastery, and college readiness. The Multi-Tiered System of Support (MTSS) framework is applied to provide interventions when needed. Two certified school counselors serve AIG students across various high school advanced academies, assisting them with core selection, college planning, and scholarship

identification. These counselors review DEPs during the scheduling process to ensure appropriate college programming and AP course offerings are met. The Career Development Coordinator collaborates with the AIG team to support vocational and interest based opportunities that are aligned to the aspirations of the gifted learner. High school AIG students experience a one-to-one computer initiative and a rigorous academic environment that emphasizes research methodology and higher-order performance tasks. Currently, there are three school administrators and two district office administrators that hold an AIG licensure certification. The ACEC administrator also holds a counseling degree and has experience running a strong academic scholar's programs. This administrator meets weekly with the school counselor and the college liaison to review dual enrollment data. At the high school, a site-based leadership team member and a MTSS specialist also meet with school counselors and the college liaison to review progress and refine services for dual enrollment. Principals also share AIG subgroup data with the AIG Director on a quarterly basis to monitor outcomes.. In addition to AIG staff, three AIG certified employees currently serve as interventionists at two different schools providing enrichment/intervention services. One certified AIG teacher serves in a general education classroom, where her background in gifted education is applied to enrich, extend, and differentiate instruction for identified AIG students. Ongoing professional development is encouraged for all ACS personnel. Teachers, school counselors, administrators, and district office personnel are encouraged to pursue AIG licensure. Beginning in the 2025-2026 school year, teachers working with the AIG population are strongly encouraged to obtain an AIG licensure from an accredited institution. To build local capacity, the AIG department has committed to sponsoring two teachers per year to complete their AIG licensure through a public North Carolina university, with priority given to secondary staff. Principals and district staff will be involved in the selection process of participants. Additional opportunities for AIG licensure will be explored by the department and offered as secured. Future partnerships with institutions of higher education will be researched and added as opportunities become available for AIG licensure.	* 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. Anson County Schools (ACS) is committed to establishing specific and appropriate professional development opportunities for all personnel involved in AIG programming and services. These efforts are designed to ensure that classroom teachers, instructional specialists, student services personnel, and school
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administrators receive intentional, targeted, and ongoing professional development to have the necessary knowledge to meet the academic and social/emotional needs of AIG students.

AIG staff may receive additional or host AIG professional development in the following ways:

- North Carolina Association of Gifted and Talented (NCAGT) annual gifted conference.
- Attendance when required or designated to regional and/or state AIG meetings through NCDPI.
- Attendance in AIG Professional Learning Communities (PLCs) dedicated to best practices in gifted education.
- Provide professional development opportunities to beginning teachers, classroom teachers, instructional specialists, counselors, multilingual teachers, and administrators as outlined in the 2025-2028 AIG plan.
- Utilize the AIG Booster Shots as a way to provide professional development.
- Assist in professional development for all staff in collaboration with the Multi-Tiered System of Supports (MTSS) coordinator. Ensure that gifted students are identified and supported across tiers.

ACS values the critical role classroom teachers and instructional specialists play in supporting AIG students and offers targeted professional development to meet their needs. Opportunities include:

- “AIG 101” annual session for beginning teachers (BT) introducing the identification process, AIG student characteristics, and instructional strategies.
- Annual AIG Review meetings at each school to update teachers and staff on AIG policies, procedures, and best practices.
- Co-teaching and collaboration strategies for working with AIG teachers.
- Training on social/emotional needs of gifted learners including topics such as: overexcitability, asynchronous development, perfectionism and underachievement)
- Encouraged to obtain an AIG licensure through an accredited institution. Anson County Schools AIG department commits to sponsoring two teachers annually, with priority given to secondary teachers.
- Differentiation focused professional development on meeting the unique needs of AIG students within the populations that they serve.(Twice-Exceptional 2e; gifted Multilingual Learners)

Student services personnel play a key role in supporting the AIG student. Professional development opportunities include:

- “AIG 101” annual session for beginning teachers (BT) introducing the identification process, AIG student characteristics, and instructional strategies.
- Annual AIG Review meetings at each school to update teachers and staff on AIG policies, procedures, and best practices.

- Training on social/emotional needs of gifted learners including topics such as: AIG bibliography, SEL strategies, twice-exceptionality, overexcitability, asynchronous development, perfectionism and underachievement)
- Encouraged to obtain an AIG licensure through an accredited institution. Anson County Schools AIG department commits to sponsoring two teachers annually, with priority given to secondary teachers.
- Training on the screening, referral, and identification process for AIG identification; including the use of ACCESS and nonverbal assessments to equitably identify multilingual learners.

School administrators are essential to the successful implementation of gifted services in Anson County Schools. Professional development opportunities include:

- AIG overview sessions held during Instructional Leadership Committee (ILC) meetings and school based staff meetings on AIG policies, procedures, and best practices.
- Ongoing training on AIG screening, referral, and identification process for AIG identification.
- Guidance on effective scheduling and service delivery models practices that meet the needs of AIG students; including honors course work, AP courses, and integration of AIG strategies within the MTSS framework.
- Involvement in identifying staff for AIG licensure reimbursement opportunities.

Anson County Schools is dedicated to ensuring that all educators are equipped to support gifted learners. This commitment is reflected in clearly defined expectations, targeted training sessions, and strategic professional development. Collaboration among departments ensures that all educators are equipped to support and challenge AIG students within a comprehensive and inclusive framework.

*** 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.

Anson County Schools (ACS) is dedicated to ensuring direct AIG services through educators who have obtained the add-on AIG licensure or have met clearly defined LEA requirements. To support this initiative, ACS highly encourages general education staff to obtain their AIG licensure from an accredited institution. To meet the goal of having more AIG licensed teachers the department has offered to sponsor two teachers per year to obtain their AIG licensure through a public North Carolina university.

In instances where no AIG licensed general education staff member is available at a grade level, the school based administrators are encouraged to strategically assign AIG students to teachers who have demonstrated strong performance in growing advanced learners as measured by the Educator Value Added Assessment System (EVAAS) data and/or high achievement on formative and summative assessment data (check-ins, EOG, district CFAs, etc.). This will ensure that the staff member responsible for showing growth for AIG students is strategically chosen based upon data.

ACS follows a research based cluster grouping model across K-12 to ensure AIG students receive differentiated instruction that supports their academic and social/emotional needs. As Brulles and Winebrenner (2019) note, “Gifted students feel more comfortable when there are other students like them in the class. They are more likely to choose challenging tasks when they can do that work in the company of other students. Teachers attuned to differentiating instruction are more likely to provide appropriate learning opportunities for gifted students and for other students as well. The school is able to provide a full-time, cost-effective program for gifted students, since their learning needs are being met every day.” Using this information, identified AIG students in Anson County grades K-12, will be clustered within the grade level for instruction; this will allow AIG teachers to utilize the pull-out model effectively without disrupting core subject areas. The Schoolwide Cluster Grouping Model will be implemented at designated schools with a larger population of AIG students per grade level. To support effective and equitable placement, school administrators collaborate with AIG teachers during the scheduling process, particularly for third grade students after receiving summer aptitude test results. AIG teachers will provide guidance to ensure that new student identifications are placed appropriately before the academic school year begins. Anson County Schools maintains district-level monitoring to track AIG student placement and AIG licensure of the teachers serving gifted learners. In collaboration with the Human Resources (HR) department, teacher licensure status is regularly reviewed to ensure compliance. This data is reviewed annually by the AIG director and HR, then shared with school administrators, Instructional Leadership Committee (ILC) members, and local board of education as appropriate ensuring alignment with the Anson County Schools AIG plan.	* Practice E Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds. Anson County Schools is dedicated to recruiting, growing, and retaining AIG licensed teachers. To increase AIG licensed teachers across grade levels, ACS will continue to support teachers in attaining AIG licensure through an accredited institution. To meet the goal of having more AIG licensed teachers the department has offered to sponsor two teachers per year to obtain their AIG licensure through a public North Carolina university. Teachers that obtain the AIG licensure through the funding efforts of the school district will be recognized at Board of Education meetings and/or Instructional Leadership Committee meetings. Future partnerships with institutions of higher education will be researched and added as opportunities become available for AIG licensure. The AIG Department collaborates with the Human Resources (HR) department to support hiring practices for teachers with AIG licensure during recruitment and hiring cycles. The district uses the district’s applicant tracking system to filter for applicants who are AIG certified. Staffing needs and licensure gaps are reviewed collaboratively with school administrators to ensure strategic hiring that supports the Anson County Schools AIG plan. Internally, ACS promotes AIG licensure by sharing opportunities in the district through the ACS Connect newsletter developed by the Curriculum, Instruction, and Assessment department. This monthly newsletter includes updates from the North Carolina Department of Instruction (NCDPI), institutions of higher education (IHEs), and local AIG initiatives being offered by the district. Additionally, ACS sends representatives; including educators of diverse backgrounds, to recruitment events at Historically Black College and Universities (HBCU) colleges and within the North Carolina University System. The districts will continue to
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seek partnerships with IHEs, including Historically Black Colleges and Universities (HBCUs) to provide opportunity and access to coursework and professional development opportunities.	
* Practice F Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.	Anson County Schools (ACS) is dedicated to providing focused professional development learning opportunities to promote opportunities and expanding excellence in gifted education by addressing mindsets, policies, and practices. These efforts help teachers better support all students and make sure no group is overlooked in gifted services. The professional needs assessment conducted by AIG staff, identified serving underrepresented populations including: Hispanic students, Multilingual Learners, economically disadvantaged students, and twice-exceptional (2e) students as a key focus for professional development. Collaboration with the Multilingual Learners department and Exceptional Children department will be crucial in the development of professional development and identification of students from these subgroups. Understanding and developing strategies for identifying students from these diverse backgrounds will be researched and presented to staff by the collaborating departments. The North Carolina Department of Instruction has published several guidebooks that will be critical in this endeavor: Call to Action Strategic Actions to Realize Equity and Excellence in Gifted Education for Multilingual Learners, Call to Action: Guidebook Critical Actions to Realize Equity and Excellence in Gifted Education Changing Mindsets, Policies, and Practices, and Call to Action: Guidebook 2.0. Other professional learning opportunities will be created based on relevant data from formative and summative assessments and future needs assessments. Professional development through book series is already being utilized in the district with instructional coaches, leadership, and the AIG department. Furthermore, ACS will continue to incorporate professional development book studies, such as The Cluster Grouping Handbook by Dina Brulles, Ph.D and Susan Winebrenner, M.S. to support AIG department initiatives. These studies will be embedded within existing AIG Professional Learning Communities (PLCs) and Instructional Leadership Committee (ILC) meetings.
* 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.	

In Anson County Schools, the AIG staff are included in the planning and implementation of professional development for each school year. Members of the AIG staff serve on district committees when strategic vision, mission, and priorities are being set to ensure that AIG initiatives and goals are being considered. Cross department collaboration is ongoing and is crucial to best integrate goals and best practices for AIG students, including Multi-Tiered System of Supports (MTSS) and School Improvement Plans. Professional development (PD) opportunities are aligned with the AIG program goals to best fit needs in Anson County Schools. An AIG professional development Comprehensive Needs Assessment (CNA) was implemented by AIG staff and two areas were identified through the CNA: serving underrepresented populations and an overview of the program goals. To meet this need, AIG staff will lead these PD opportunities throughout the school year and during summer professional development sessions. An “AIG 101” annual session for beginning teachers (BT) has been developed to introduce the AIG identification process, discuss AIG student characteristics, and best practices in the regular education classroom. AIG Review meetings will also take place at each school location to update teachers, staff, and administrators regarding AIG policies, procedures, and best practices. Training on social/emotional needs and the “AIG Booster Shots” will be utilized during mini PD sessions for targeted audiences. Finally, differentiation PD on meeting the unique needs of Twice-exceptional (2e) students and Multilingual Learners (ML) will be utilized throughout the school year at a district level and school level. Professional development on underrepresented populations will also be developed in cross department collaboration with the Multilingual Learners department and the Exceptional Children department Opportunities for PD such as Professional Learning Communities (PLCs), summer institutes, and early release PD days are used to incorporate AIG specific learning throughout the district calendar. Teachers are encouraged to apply strategies learned in AIG PD sessions and share insights during PLCs and follow-up sessions. Model classrooms are identified and will be shared virtually and/or through in person observations.	* Ideas for Strengthening the Standard • Increase the Number of AIG-Licensed Educators: Depending on the size and needs of the AIG student population, increasing the number of AIG-licensed teachers could provide more direct support at the school level and reduce the burden on the Director. • Formalize Collaboration Structures: Establish regular, structured collaboration time between the AIG Director and the AIG-licensed support team. This could involve regular meetings with clear agendas and action items.
Planned Sources of Evidence	* Professional Development Calendar

* District Trainings and Conferences		
* District Instructional Leadership Team meetings and PLCs.		
Type	Documents	Document/Link
AIG Standard 4 Additional Resources	N/A	 AIG Conference

Standard 5: Partnerships	
Anson County Schools (040) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 5: Partnerships	
<i>The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.</i>	
* Practice A Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students: ▪ academic and intellectual ▪ social and emotional.	Anson County Schools (ACS) is committed to creating meaningful, two-way partnerships with families to support the academic, intellectual, social/emotional needs of all AIG gifted students. The district actively creates opportunities for all families to engage in the development and implementation of the AIG program, with a focus on expanding excellence across the district. A variety of strategies are used to gather input and foster collaboration, including online surveys of parents/guardians, teachers, students, and administrators; open forum meetings for all parents, teachers, and community members; and targeted transition meetings from elementary to middle school and from middle school to high schools; and recognition ceremonies honoring Governor's School participants and other notable achievements. The AIG department partners with parents/guardians during AIG Parent Advisory Panel meetings. These meetings are held annually to examine program data, review survey results, and offer feedback regarding AIG programming. Survey data is discussed and analyzed to determine changes that need to be made to the program. Advisory panel members are encouraged to offer recommendations to AIG staff to further enhance services and support for AIG programming in Anson County Schools. Additional partnerships include the Gifted Student Advisory group, which meets with AIG staff to discuss surveys and present student-generated ideas to improve instruction and/or program implementation. To further support and expand opportunities for engagement, AIG staff attend PTO/Open House meetings to connect with parents and community members about specific school AIG needs and participate in Parent-Teacher Conferences with designated areas to engage with families. All AIG documents are easily accessible on both the district and school websites for internal and external stakeholders. All forms and procedures are translated into Spanish, which is the secondary language used throughout the district. Other languages spoken in the home are translated as necessary to remove barriers and ensure broad participation. Annual parent nights will be planned collaboratively with the AIG Parent Advisory Panel, to showcase student Problem-Based Learning (PBL) projects and other academic work, fostering student confidence and celebrating achievement. School counselors will support these efforts by partnering with the AIG team to co-facilitate parent nights. This collaboration will ensure families receive both academic and social/emotional guidance.
* 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. Community Partnerships	

▪ Ansonia Theatre/Anson Arts Council

- Anson County Schools (ACS) promotes student achievement in the community by displaying student work at venues such as the Anson County Arts Council and other designated public spaces.
- Rotary Planetarium and Science Center
 - The Rotary Planetarium and Science Center is a hub for student enrichment located at Anson County Schools Central Office. AIG students in grades 3-6 participate in field trips that feature Socratic seminars, collaborative STEM stations, and planetarium sessions with the Star lab projector. This facility has also hosted AIG summer camps in the past.
- Brown Creek Soil and Water Conservation District (BCSWCD)
 - ACS partners with Brown Creek Soil and Water Conservation through their education program. Brown Creek Soil offers engaging environmental education programs and scholarships, fostering career awareness in agricultural and the natural resources fields; supporting both enrichment and career extension.
- Brown Creek Creamery
 - Brown Creek Creamery is a local business that enhances the AIG experience by hosting interactive field trips that teach students about entrepreneurship, agriculture, and animal care. These field trips also expand the learners' exposure to real-world applications and career paths.
- Internships through Career Technical Education (CTE)
 - Students that complete all classes in a chosen CTE field are able to take part in local internships in a variety of fields. An honors section of these internships is being developed for the upcoming year in collaboration with the AIG department. Further experiences are being developed for our CTE students including an entrepreneur class with an entrepreneurship experience. During this experience, students will write their own business plans.
- Local Churches
 - Read Across America
 - Deep Creek Baptist Church pastor, Mark Perko, participated in a thematic unit for AIG learners during the 2024-2025 school year and provided balloon art experience for grades 3-6.
- Pee Dee Electric- Bright Ideas Grant
 - Pee Dee Electric supports AIG enrichment through its Bright Ideas Grant, which funds innovative instructional projects designed to enhance classroom learning. In addition to grants, Pee Dee Electric offers scholarships and leadership academic opportunities, such as participation in the Rural Electric Youth Tour in Washington, D.C.

South Piedmont Community College (SPCC)/Dual Enrollment

Anson County Schools maintains a strong partnership with South Piedmont Community College (SPCC) through the College and Career Promise program, which offers dual enrollment courses to eligible high school students. This initiative provides acceleration opportunities, with many students graduating with college credits or an associate's degree. These courses are offered virtually or personally through professors. Students can take SPCC course work at either

the high school or at the early college. Additionally, through the "Gateway to Wingate" agreement, students that earn an associate's degree from SPCC are guaranteed admission to Wingate University, creating an extended academic pathway towards a bachelor's degree.

AIG Partnerships Within ACS

- Multilingual Learner Department (ML)
- Exceptional Children Department (EC)
- Student Services - Counseling
- Testing and Accountability
- Curriculum and Instruction

To ensure opportunity and expand excellence in AIG services, the AIG department partners with internal departments including Exceptional Children (EC), Multilingual Learners (ML), and Student Services. These teams collaborate to support Twice-Exceptional students (2e), provide translation services for families, and address social/emotional needs. Counselors also assist with career and college planning for secondary AIG students.

ACS regularly hosts recognition ceremonies that celebrate participation in programs like Governor's School, North Carolina School of Science and Math, academic honors societies, and other various organizations.

The district communicates regularly with stakeholders through newsletters, local news outlets, and targeted outreach to highlight AIG initiatives and invite community support and investment in student programming. ACS is also exploring future partnerships with local businesses and the Chamber of Commerce to broaden support for contests, Problem-Based Learning (PBL) activities, clubs, and competitions.

Teachers that work with the AIG population are highly encouraged to obtain their AIG licensure from an accredited institution. To meet the goal of having more AIG licensed teachers the department has offered to sponsor two teachers per year to obtain their AIG licensure through a public North Carolina university. First priority will be given to staff at the secondary level. Future partnerships with institutions of higher education will be researched and added as opportunities become available for AIG licensure.

Professional Development for AIG teachers is also available through the North Carolina Association for the Gifted and Talented (NCAGT) Conference. AIG certified teachers that wish to attend this conference are highly encouraged to attend this event.

3. The AIG department will meet with students, parents/guardians, community members, and district personnel during transition meetings held for those students moving into the middle school and/or high schools. During these meetings, AIG personnel will explain the AIG programs available to students and

specific schedules that could meet these students' academic needs. Meetings will also be held to explain online courses using the NCVPS system. These meetings will be held for grades 6 – 12.

4. ACS will work together with our community partners to house servant leadership projects for students involved in the AIG program. Currently, our high school students volunteer at the elementary schools district-wide and help teachers, administration, and staff. However, there is an apparent need to offer community service projects for elementary AIG students as well. During AIG district lessons, staff will conduct community involvement projects aligned to local industry. Standard course of study will be applied via thematic units and project based learning. Evaluation will be based upon performance and mastery of content.

*** 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.

Anson County Schools has an established AIG Parent Advisory Panel composed of parents/guardians, AIG teachers, school and district instructional staff, and community members representing diverse backgrounds from all schools in the county. The advisory panel regularly meets throughout the plan cycle to support

the development, implementation, monitoring and revision of the AIG Plan. These panel members review survey data, analyze qualitative and quantitative data to guide program discussions, and make recommendations for enrichment and outreach opportunities. To ensure representation with the demographics of Anson County, the AIG department reviews district population data and works with school personnel to recruit members from various racial, socioeconomic, and geographic backgrounds. For meaningful participation, AIG Parent Advisory Panel members are accommodated to include virtual meetings, offering translation services as needed, flexible scheduling, and providing materials in advance.	* 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. Anson County Schools (ACS) implements an extensive communication plan to ensure all students, parents/guardians, and the community are informed about the local AIG plan, local AIG program services, policies and procedures related to advanced learning and gifted education, and advanced learning opportunities. This communication plan is ongoing and uses a variety of communication modes to meet the accessibility needs of all stakeholders. Collaboration with the Multilingual Learners (ML) department ensures that all information shared is translated into Spanish, which is the secondary language used throughout the district. Other languages spoken in the home are translated as necessary to ensure accuracy and accessibility. When a student is identified as gifted in Anson County Schools, a packet is created for the Differentiated Education Plan (DEP) and/or Individualized Differentiated Education Plan (IDEP) meeting for families. It includes: Anson County Schools AIG Brochure, Due Process/Parental Rights, copy of Article 9B, Glossary of Gifted Education Terms, student's DEP/IDEP, and information on how to access the local AIG plans on the district and individual school websites. This information is reviewed during the DEP/IDEP meeting and the original DEP/IDEP is stored in the student's AIG folder at the district level. ML teachers are available to meet during DEP/IDEP meetings to translate as necessary for families. All information presented during the meeting is translated into Spanish and/or native language represented in the district. The district updates and maintains AIG brochures to educate stakeholders regarding AIG services provided (AIG, Nurture, and talent development), areas of qualification, nomination process, and department contacts. These brochures are available at each school in the parent information section and on the ACS website under AIG. Flyers are sent home with students with specific enrichment programs, AIG events, or when summer enrichment camps are offered. Information is also presented virtually through digital presentations, monthly newsletters, updates to the AIG section on district and school websites.
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During the school year, AIG staff participate in district and school level events to engage families and share important information. Events include: open house events, open forum meetings for all parents, teachers, and community members; targeted transition meetings from elementary to middle school and from middle school to high schools; 8th grade information sessions on North Carolina Virtual Public School (NCVPS), Board of Education meetings recognizing student accomplishments including honoring Governor's School participants and North Carolina School of Science and Math participants. Families are kept abreast of AIG events through multiple platforms to include digital communication, local newspapers, and social media.

The elementary AIG department regularly communicates through email and a Google Classroom for each grade level served. The staff looks forward to adding back in a monthly communication piece that includes information regarding instructional goals, classroom activities, important reminders, enrichment field trips, and pictures from monthly meet-ups. Student led progress reports will also be implemented during the 2025-2028 plan cycle to raise student accountability and buy-in.

During the summer, Anson County Schools is in the process of reincorporating locally funded enrichment camps for AIG students as a renewed opportunity to provide a high-quality, engaging experience beyond the traditional classroom. These camps often feature guest speakers from the community, provide enrichment activities, and conclude with a feature in the local newspapers and on the ACS social media page to build awareness, celebrate student involvement, and strengthen community support for AIG programming.

*** Ideas for Strengthening the Standard**

Anson County Schools is actively seeking resources and support to hire qualified bilingual interpreters to facilitate effective communication during meetings and events involving families whose primary language is not English. Recognizing the importance of fair access and meaningful engagement, the district aims to eliminate language barriers and ensure all families can fully participate in discussions regarding their students' education and well-being.

Planned Sources of Evidence

* AIG Glossary	
* Parent Rights Due Process Procedures/ AIG Brochure	
* DEP Plans	

Documents		
Type	Document Template	Document/Link
AIG Standard 5 Additional Resources	N/A	 <u>AIG STEM Camp</u>  <u>AIG Enrichment</u>

Standard 6: Program Accountability	Anson County Schools (040) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0
Standard 6: Program Accountability <i>The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the diverse academic, intellectual, social, and emotional needs of gifted learners.</i>	* Practice A Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. §115C-150.5-.8 {Article 9B}), based on a comprehensive program evaluation. This Local AIG Plan has been approved by the local board of education and sent to SBE/DPI for review and comment. Anson County Schools works on the development of the local AIG plan throughout each school year. The self assessment tool provided by NCDPI is used to highlight the areas of success and opportunities for improvement. Feedback is regularly gathered through multiple sources to further inform the process. The AIG Department conducts annual surveys via digital survey platform to gather input from all stakeholders (parents, students, and staff). Anson County Schools has also established an AIG Parent Advisory Panel and will implement an AIG Student Advisory Panel during this plan cycle. These two organizations will aid the department in the development of the local AIG plan and any modifications necessary through feedback. Upon completion of any necessary adjustments to the AIG plan, the AIG team will present the revisions to the Anson County Board of Education for approval. Once approved, the plan is submitted electronically to NCDPI. The approved AIG plan is made available electronically on each school's and the district's website. Hard copies of the plan are also available at each school and at the district office. The advisory panels will regularly meet throughout the plan cycle to guide the work of the AIG department. Program evaluations will take place during these meetings and feedback will be shared with all stakeholders. Necessary documents will also be updated and posted on the Anson County Schools website under the AIG Program. Growth and proficiency data (EOG, EOC, AP, ACT, PreACT, and SAT) is reviewed annually and compared to previous years. The district also tracks this information by academic cohorts as they progress through the grade levels to high school completion. The AIG department and the Testing and Accountability department partners to review the Class Roster Report and EVAAS growth data annually. Trends in growth or decline are noted for AIG students and compared to the student body population to ensure equitable outcomes and to identify trends. Individualized growth and proficiency data are recorded for AIG/Nurture students in their AIG folder. To further support program evaluations, quantitative analysis will be employed through district and site based Professional Learning Communities (PLCs) and leadership teams to determine the effectiveness of plan implementation. This level of monitoring will indicate if adjustments need to be made to AIG programming to differentiate educational services for gifted students.
* 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.	Anson County Schools works on the development of the local AIG plan throughout each school year. The self assessment tool provided by NCDPI is used to highlight the areas of success and opportunities for improvement. Feedback is regularly gathered through multiple sources to further inform the process.

The AIG Department conducts annual surveys via digital survey platform to gather input from all stakeholders (parents, students, and staff). Anson County Schools has also established an AIG Parent Advisory Panel and will implement an AIG Student Advisory Panel during this plan cycle. These two organizations will aid the department in the development of the local AIG plan and any modifications necessary through feedback. Upon completion of any necessary adjustments to the AIG plan, the AIG team will present the revisions to the Anson County Board of Education for approval. Once approved, the plan is submitted electronically to NCDPI. The approved AIG plan is made available electronically on each school's and the district's website. Hard copies of the plan are also available at each school and at the district office. The advisory panels will regularly meet throughout the plan cycle to guide the work of the AIG department. Program evaluations will take place during these meetings and feedback will be shared with all stakeholders. Necessary documents will also be updated and posted on the Anson County Schools website under the AIG Program. Growth and proficiency data (EOG, EOC, AP, ACT, PreACT, and SAT) is reviewed annually and compared to previous years. The district also tracks this information by academic cohorts as they progress through the grade levels to high school completion. The AIG department and the Testing and Accountability department partners to review the Class Roster Report and EVAAS growth data annually. Trends in growth or decline are noted for AIG students and compared to the student body population to ensure equitable outcomes and to identify trends. Individualized growth and proficiency data are recorded for AIG/Nurture students in their AIG folder. To further support program evaluations, quantitative analysis will be employed through district and site based Professional Learning Communities (PLCs) and leadership teams to determine the effectiveness of plan implementation. This level of monitoring will indicate if adjustments need to be made to AIG programming to differentiate educational services for gifted students.	* 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. Anson County Schools strategically develops and monitors the AIG budget to ensure alignment with goals, services, and implementation priorities. The budget planning begins with a Comprehensive Needs Assessment of the program that includes reviewing subgroup performance data, AIG headcount, parent/student survey feedback, and other academic outcomes. This needs based analysis informs the development program goals and strategies that align to the AIG plan and the allocation of funds. The program director collaborates with the Chief Finance Officer to create an annual spending plan aligned to the state allotment and based on anticipated program expenses. This collaborative planning is communicated to the superintendent and the superintendent's cabinet, leading to a collaborative budget process. A detailed spreadsheet is provided by the Chief Finance Officer and is used throughout the year to monitor and track expenses. Additional meetings are held in collaboration with the Finance department to discuss future endeavors and additional funding sources to meet AIG needs. Anson County School AIG department prioritizes the use of state allocated funds to support personnel, instructional resources, and professional learning opportunities. Two licensed AIG staff positions are fully funded through the AIG state allotment. An additional funding source identified helps to fund another 72.5% state salary position serving AIG students at the secondary level. Remaining funds are allocated toward supplies, field trips, educator training, and licensure add-on tuition.
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The AIG department seeks supplemental funding to expand AIG services. During the 2025-2028 plan cycle the AIG will collaborate with the ACS Federal Grants Analyst to pursue grants that address the AIG department's needs. Efforts are underway to explore partnerships with community organizations and local businesses to enhance real-world learning and support for advanced learners.

*** Practice D**

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

The AIG Department will gather, analyze, and share AIG student growth and achievement data with stakeholders. This will include: EOG, EOC, AP, ACT, Pre-ACT, and PSAT. It should be noted that student information (name, identification number, or student markers) would not be shared when this information is available to stakeholders. As testing information becomes available, the department will use the information gathered to make improvements for students.

Further information at the secondary level will be gathered by AIG staff.

- AIG students' enrollment and achievement in Honors, Advanced Placement (AP), College and Career Promise (CCP), and dual enrollment courses at the high school level will be gathered and reviewed to evaluate the effectiveness of course placement and program impact.
- Early graduation rates among AIG students will also be monitored as an additional measure of academic acceleration and program effectiveness.

Data and findings will be presented to the AIG Parent Advisory Panel, shared with the Instructional Leadership Committee (ILC), and published on the district website to ensure transparency and support continuous improvement.

AIG secondary staff will follow up with AIG dropouts to find out why they left school. This information will be used to prevent future AIG students from following the same path. Interview information will be housed at the district office by the AIG department and will be shared during Parent Advisory Panel meetings.

Other information gathered by the AIG Department includes: number of internships, college acceptance information, scholarship information, and NCVPS successes. This information will speak to the success of the program and help guide the department towards making improvements to yield high results in the future. This information could also influence professional development or targeted support for teachers of the AIG population.

To support opportunity and expand excellence in AIG services, the department disaggregates student performance data by subgroups, including race/ethnicity, gender, socioeconomic status, and identification pathway. This analysis is conducted twice a year during the Fall and Spring Headcounts using Infinite Campus and other local assessment platforms.

This data will be used to determine trends and these findings will be shared with Anson County AIG stakeholders. The data not only informs instructional decisions but also plays a crucial role in shaping mindsets, guiding AIG district policies, and adjusting best practices. By identifying trends across student subgroups, the district is able to reevaluate perceptions regarding giftedness; promote inclusive identification practices, and ensure that services reflect the diverse strengths and needs of AIG students.

*** 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.

Anson County Schools AIG department maintains an open door policy on admission to the AIG program. All students are given multiple criteria for placement. The criteria provides additional opportunities for a student to qualify. If a high achieving student demonstrates a need for additional services, but does not qualify for the AIG program, Nurturing Services will be put into place for the student. Nurturing students will receive some of the same opportunities afforded to AIG students. Students can qualify for AIG services in the future based upon a re-evaluation.

To further support access, the district prioritizes its lowest performing/highest needs schools for additional Nurturing Services. This approach will target under-represented populations and other students that may be working above the levels of their peers, but not yet showing academic giftedness. However, the students demonstrate a strong need for additional support structures and potential. Enrichment activities and talent development will be utilized to meet this unique group that will hopefully grow the AIG population in the future.

Many gifted children perform academically above grade level but their social and emotional development do not match their grade level academic performance. Bibliotherapy and AIG social/emotional developed lessons will be provided during AIG/Nurture classes. The district also seeks to create opportunities for AIG students to work together from different schools in a centralized location throughout the year. This will help students make connections with other students that are like them.

Test scores for Nurture and AIG students, including under-represented populations are reviewed annually. A spreadsheet is kept by the AIG department indicating growth or decline in student scores. This information is housed at the AIG office for data driven purposes. Should a student continue to show growth their Nurture status can be changed to AIG, based upon this data. However, if a student continues to show negative growth, a parent meeting will be held to discuss options for future services.

Under-represented populations are targeted to ensure growth is occurring. To ensure opportunity and expand excellence across all demographics, the AIG department analyzes referral, identification, service programming, and retention data by subgroup twice a year during Fall and Spring Headcounts. This includes the following subgroups: race/ethnicity, socioeconomic status, multilingual learners, and twice-exceptional. Data will be reviewed with MTSS teams to ensure equitable access and retention.

The AIG department has purchased the Gifted and Talented Evaluation Scale (GATES) to be used for those students that do not qualify on both aptitude and achievement scores. Teachers will be able to fill these scales out for recommended students, based upon classroom observation and performance. The AIG department will also begin using non-verbal aptitude tests as appropriate for those students presenting a need to be re-evaluated. Another method being used by the AIG department for identification of students is student portfolios; these portfolios will be created by the student and teacher for presentation to the AIG team for identification. All of these methods provide additional opportunities for under-represented populations into the AIG program. The Anson County Schools AIG Nomination and Identification Flow Chart is available on the district's website for further information.

Percent Ethnicity Identified as AIG

	Asian	Black	Hispanic	Native American	Two or More	Pacific Islander	White
Female	2.53%	16.97%	3.61%	0.72%	2.89%	0%	31.77%
Male	1.08%	9.75%	4.33%	0%	2.17%	0%	24.19%
Total	3.61%	26.71%	7.94%	0.72%	5.05%	0%	55.96%

Percent of Total AIG Students Identified as Dual Exceptionality

0.36%

* 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.

The Human Resources Department maintains records and reports on teacher licensure, including AIG certification status. A report is available to each principal on the highly-qualified status of staff. As licensure issues arise, the Human Resources Department will contact the person in question so that those issues can be handled appropriately. Currently, there are twelve people in the district that have AIG licensure. These professionals range from AIG department personnel, administrators, teachers, and interventionists. This is a percentage of 5% of staff certified in AIG.

To align with the goals of the Anson County Schools AIG plan, the department works with Human Resources to identify licensure gaps, especially in schools with a higher AIG population. This information is used to guide professional development planning and inform hiring and placement decisions.

Teachers that work with the AIG population are highly encouraged to obtain their AIG licensure from an accredited institution. To meet the goal of having more AIG licensed teachers the department has offered to sponsor two teachers per year to obtain their AIG licensure through a public North Carolina university. First priority will be given to staff at the secondary level.

Professional Development for AIG teachers is also available through the North Carolina Association for the Gifted and Talented (NCAGT) Conference. AIG certified teachers that wish to attend this conference are highly encouraged to attend this event.

By using personnel data strategically, the district can ensure that teachers serving our gifted learners are prepared to meet their needs and support our broader commitment to expanding excellence in gifted education.

*** 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.

Anson County Schools gathers regular feedback from all stakeholders including: students, parents/guardians, teachers and other school based personnel, and community partners. The feedback gathered helps to support improvement of the AIG program and guides revisions to the AIG plan.

All stakeholders complete an annual NCDPI created survey online. This survey is aligned to the local AIG plan self-assessment tool and the AIG standards. Survey results are collected and stored digitally, which can be easily accessed by AIG district office personnel.

Feedback is also collected throughout the school year through formal and informal meetings. These include conversations during conferences with teachers and school counselors; as well as input during Professional Learning Communities (PLCs), Multi-Tiered System of Support (MTSS) meetings, and Instructional

Leadership Committee (ILC) meetings. Meeting minutes are utilized to help guide AIG staff in using these formal and informal meetings when analyzing program goals and revising the AIG plan. To ensure consistent implementation and expand access, documentation related to stakeholder feedback from surveys are compiled at both the school and district levels. This process supports alignment with the AIG program vision, reflecting the needs and strengths of each individual school. Survey results will be shared with the AIG Parent Advisory Panel during meetings. Using the survey results, stakeholders will brainstorm effective ways to meet the needs of all AIG students for areas of improvement. Areas of success will be highlighted during these meetings as well. The advisory group will be able to use the results from the surveys conducted to make modifications to the program and/or website as needed. A Gifted Student Advisory group will be set into place at the elementary, middle, and high school levels. These student groups will meet periodically during the school year to express their ideas, ask questions, and share their insights regarding the needs of advanced learners. The AIG Director will attend monthly ILC meetings and superintendent meetings to share AIG updates, discuss stakeholder feedback, and advocate for the advanced learner's needs.	* Practice H Shares local AIG program evaluation data with school and district personnel, students, parents/guardians, families, and other community stakeholders. Anson County Schools is committed to sharing AIG program evaluation data with all stakeholders including: school personnel, district personnel, students, parents/guardians, families, and community stakeholders. AIG data from statewide testing including performance data for the AIG subgroup is made publicly available through NC School Report Cards. A summary of district AIG data will also be made available through the district website. All information regarding AIG student target data will be made available to the public. School AIG evaluation data is discussed with school personnel during regular meetings, vertical alignment meetings, Professional Learning Communities (PLCs), and school improvement meetings. Information provided will help guide each school in addressing the needs of its AIG learners. District personnel and members of the Instructional Leadership Committee (ILC) will use the data to guide decisions regarding professional development, staffing, and services. School administrators communicate key findings with their staff to ensure alignment and implementation at the school level. Feedback and program evaluation results are reviewed with parents/guardians and families during AIG Parent Advisory Panel meetings. Breakdown of the information will be analyzed by the group and shared as needed with school and district leadership. The district has also implemented Gifted Student Advisory groups that will be established at the elementary, middle, and high school levels. These groups will meet periodically throughout the year to share information pertaining to programming and school based needs. The district ensures that community stakeholders, including: local partners, civic organizations, youth organizations, local churches, and other interested parties can access public reports and presentations shared during school board meetings, family engagement nights, and community platforms. Printed copies of evaluation summaries can be made available at school sites upon request.
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Growth Index data for the AIG population subgroup will be maintained for the LEA and for each individual school. Teachers with high growth index ratings will be identified and utilized as teacher leaders for professional development and model classrooms. We will also use this data to make recommendations for student placement, especially in underrepresented areas.

The secondary AIG staff will follow up with AIG dropouts to understand their experiences and gain information that could prevent future AIG students from following the same path. This information will be carefully anonymized and interview information will be housed at the district office by the AIG department. Findings are shared during AIG Parent Advisory Panel meetings. During these meetings the group can strategize ways to improve future support and outreach efforts to our dropout youth. The district strictly adheres to FERPA and internal privacy policies, ensuring that no personally identifiable data is shared publicly.

*** Practice I**

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

The AIG director regularly meets with stakeholders to implement the plan and develop programs for our AIG students. Informed consent forms for AIG /Nurture Services are sent out prior to the Differentiated Education Plan (DEP) meetings. Parents must sign in order to continue the process for identification. Due Process Procedures are given to parents during the DEP meeting. This document and others are available on the district's website in the AIG tab. These documents include: Criteria for Eligibility, AIG Nomination and Identification Flow Chart, student portfolio details and criteria, and etc. All forms and procedures are translated into Spanish, which is the secondary language used throughout the district. Other languages spoken in the home are translated as necessary.

The AIG department regularly reviews achievement and aptitude data for all students and will continue with a universal screener in grades 2 and 4 for the aptitude test. Reassessments for those students that are Nurture are conducted annually to ensure growth within the program. All parties will be notified of placement status as it becomes available.

When a student transfers into ACS; their test scores, previous AIG data, and grades are reviewed by AIG staff for transition into the Anson County Schools AIG program. If this information is not readily available in Infinite Campus or the cumulative folder, AIG staff contacts the previous district/school to gather this information. After a thorough review, placement decisions are made and the parents/guardians are contacted to update the AIG record to reflect placement in Anson County Schools AIG program.

Academically or Intellectually Gifted Program Due Process/Parental Rights:

According to Chapter 115C, Article 9B of the General Statutes of North Carolina, a parent or guardian who disagrees with a school's Gifted Identification Team's decision concerning (1) identification of a student for differentiated services in the school's Academically Intellectually Gifted Program or (2) appropriate services for the student has the right to appeal that decision. The following procedures should be followed:

Step I – AIG Site Team Conference

- A. The parent or guardian may make a written request for a conference with the AIG Site Team to discuss concerns. (A written request is required and should be filed for documentation.)
- B. AIG Site Team reviews the student's record and their previous nomination, identification, and service option decisions. The committee may gather additional information about the student from the teachers and/or parents as needed. The individual student's profile may be updated with this information.
- C. The AIG Site Team must grant the conference within 10 school days of request and respond to the parent/guardian in writing within the 10 school days after the conference is held.

If a disagreement is not resolved at the AIG Site Team conference, then an appeal to the Coordinator of Academically or Intellectually Gifted Program may be made.

Step II – Appeal to Coordinator of Academically or Intellectually Gifted Program

- A. The parent/guardian may appeal the AIG Site Team's decision in writing to the AIG Coordinator within 10 school days of receiving written response from the AIG Site Team.
- B. AIG Coordinator reviews the grievance within 10 school days of receipt of appeal.
- C. AIG Coordinator responds in writing to the parent/guardian and principal concerning the outcome of the review within 10 school days.

If the AIG Coordinator does not resolve the disagreement, then an appeal to the Superintendent may be made.

Step III – Appeal to the Superintendent

- A. The parent/guardian may appeal the AIG Coordinator's decision in writing to the Superintendent or his/her designee within 10 school days of receiving written response from the AIG Coordinator.
- B. Superintendent reviews the grievance within 10 school days of receipt of appeal.
- C. Superintendent responds in writing to the parent/guardian, principal, and AIG Coordinator concerning the outcome of the review within 10 school days.

In the event that the local grievance procedure fails to resolve the disagreement, then the state level grievance procedure would be implemented.

Step IV – State Level Grievance Procedure

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

- a. Whether the local school administrative unit failed to identify the child as an academically or intellectually gifted student.
 - b. Whether the local plan has been implemented appropriately in regard to the child.
- B. Following the hearing, the administrative law judge shall make a decision that contains facts and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on all parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

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* Ideas for Strengthening the Standard

Ideas for Strengthening the Standard:

- **Regular Communication of Evaluation Findings:** Share key findings from the annual data review and program evaluations with all stakeholders (parents, students, staff, and the Board of Education) in an accessible format.
- **Highlight Program Successes and Areas for Improvement:** Be transparent about both the successes of the AIG program and the areas identified for improvement based on the evaluation data and feedback.
- **Communicate How Feedback Has Driven Changes:** When the AIG plan is revised, clearly communicate how stakeholder feedback and evaluation data have informed those changes.

Planned Sources of Evidence

* Quarterly AIG Advisory

* Parent/Teacher/Students Surveys	
* BOE Minutes	
* AIG Field Trips	
* Monthly Budgets Status	
* AIG Program Requisitions	
* Dropout/Retentions Report	
* Course Catalogs	

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

Anson County Schools (040) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:

05/19/2025 

AIG Related Documents

Anson County Schools (040) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Required Documents	
Type	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	Local Board of Education Approval Template ACS Board approval AIG plan
Optional Documents	
Type	Document/Link
AIG Standard 1 Additional Resources	Criteria for AIG Spanish AIG Due Process Math Portfolio Elementary DEP AIG Standard 1 Additional Resources Reading Portfolio 6-8 DEP High School Nomination and Identification Flow Chart
AIG Standard 2 Additional Resources	Middle School Master scheduling guidelines Elementary Scheduling
AIG Standard 3 Additional Resources	Reading Portfolio Math Portfolio
AIG Standard 4 Additional Resources	AIG Conference
AIG Standard 5 Additional Resources	AIG STEM Camp AIG Enrichment
AIG Standard 6 Additional Resources	

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Phrase		Definition	