

Overview: Mission/Vision Statement and Funding

Asheville City Schools (111) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* LEA Superintendent's Name:

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

For 2022-2025, the Asheville City Schools local AIG plan is as follows:

* Mission and/or Vision Statement(s)

Definition:

Asheville City Schools defines gifted students as individuals who perform or show potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular education program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.

Mission:

Asheville City Schools believes all students can learn, achieve, and succeed. Specifically, we believe all gifted students demonstrate individual strengths and needs that require active participation in differentiated educational services. Their unique potential for learning should be met through expanded educational opportunities including parent, community, and school collaboration. We believe differentiated education services should respect and reflect the ethnic, cultural, and socioeconomic differences present within the gifted population.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 239,088.00	* \$ 292,000.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

Asheville City Schools (111) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 1: Student Identification

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

*** Practice A**

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

1. Asheville City Schools (ACS) conducts universal screenings for all 2nd grade students using the CogAT (Cognitive Abilities Test). The CogAT contains specific scores for Verbal, Nonverbal and Quantitative which allow students to show strengths in a variety of areas. ACS will conduct screening for 6th grade students for whom there is no material evidence of screening in ACS nor another school district. At the high school level, AIG personnel work with school counselors to respond to AIG qualification concerns.

2. ACS uses a Referral Form that teachers (including AIG Specialists), parents, and students may use to refer a student to gifted services. This form includes subject area strengths, observation of gifted behaviors, examples of advanced performance, and available nationally and state normed testing data. AIG Specialists review these forms, collect additional information, and present this information to the site-based AIG Services Committee to determine next steps (identification and/or AIG services needed).

3. Transfer students formally identified as gifted in other schools will be honored as gifted in ACS. All available data will be used to determine services.

*** Practice B**

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

ACS has processes to formally qualify students as AIG throughout the K-12 grade span. In all grade levels, achievement scores dated within two years and any historical aptitude/IQ data will be considered. When qualifying students based on aptitude data, scores in each domain (i.e. verbal, nonverbal, and quantitative) are considered. ACS also reviews all student achievement data. Students will be identified one of three ways: Intellectually Gifted (IG), Academically Gifted (AG), or Academically and Intellectually Gifted (AI).

K-2nd

K-2 students will be considered for qualification if they demonstrate achievement in reading and/or math at least 2 grade levels above their current grade level as demonstrated on MClass, or other nationally normed achievement assessments. AIG specialists will complete the Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli Scales) to inform decision making. If students meet the qualifications and are recommended by the site-based AIG Services Committee and District AIG Team, then a full scale IQ test may be given by an ACS psychologist if this testing has not already been completed elsewhere. If the student tests in the superior range, s/he may be identified as IG (Intellectually Gifted).

3rd-8th

Intellectually Gifted

- Students in grades 3-8 will be identified through the following identifications after screening or referral:
- Students who demonstrate an aptitude at or above 98th percentile on the Cognitive Abilities Test (CogAT) composite score or any subtest score, or other nationally-normed aptitude/IQ test, will be identified as Intellectually Gifted (IG).
- If a school has at least five students in a specific racial/ethnic subgroup in a grade level, AND if at least 10% of those students are not identified as IG, their highest percentile rank of the CogAT quantitative, verbal, and nonverbal tests (or similar nationally normed aptitude test) will be compared to those of other students in their racial/ethnic subgroup. The top 10% of students in this subgroup, rounded up, will be identified as IG. If the

student has taken more than one nationally-normed aptitude test, their most recent scores will be considered for this identification process.

Academically Gifted Identification (AG):

Students who demonstrate achievement at or above 98th percentile on two state or nationally normed achievement tests in corresponding areas will be identified as Academically Gifted in Reading (AR), Academically Gifted in Math (AM), or Academically Gifted in Reading and Math (AG) based on the demonstrated strengths.

Academically and Intellectually Gifted Identification (AI):

- Students who qualify as IG and AG will be identified at Academically and Intellectually Gifted (AI) if their scores are in corresponding areas. Verbal will be paired with reading achievement and qualitative and nonverbal will be paired with math achievement.

9th-12th

1. When 9-12 students are referred, the AHS AIG Services Committee will review the available data to determine if identification qualifications are met.



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*** Practice C**

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

1. ACS completes a universal screening for gifted identification in the spring of the 2nd grade for all 2nd grade students. This screening is conducted using the Cognitive Abilities Test (CogAT). Scores from the verbal, nonverbal, and quantitative batteries will be utilized so that students have the opportunity to qualify based on their strength area(s). The option of using different battery scores is especially important for our English Language Learners (ELL).
2. School AIG Committees will invite the school ELL teacher to the AIG Services Committee when discussing identification and placement of ELL students. Likewise, we will also invite EC teachers when discussing twice exceptional students and AIG Specialists at the student's school will attend twice exceptional students IEP meetings when possible.
3. The top 10% of students of subgroups with 5 or more students will be identified at the end of 2nd grade and the beginning of 6th grade through state and nationally normed aptitude and achievement tests. This is in an attempt to make our gifted population reflective of our overall population in demographics. We believe culturally/ethnically diverse students and economically disadvantaged students have been systemically underrepresented in our district AIG identification and we believe that giftedness is present in all groups. We strive to have equitable AIG programming in ACS and are trying this new strategy to create a program reflective of our student body.

*** Practice D**

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

1. The District AIG Team is composed of all the ACS AIG Specialists and the district AIG Coordinator. This team meets monthly and one of its purposes is to discuss screening, referral, and identification processes to ensure consistency within the district.
2. Each student who is referred for AIG qualifications has a folder that includes pertinent AIG information, including but not limited to: Student Eligibility Record (SER), Differentiated Education Plan (DEP), test score documentation, parent permission to serve and parent permission to evaluate, and any documents needed to support the identification of the

student. The District AIG Team will conduct an internal audit of folders annually to ensure compliance of screening, referral, and identification procedures.

3. Each school has an AIG Services Committee. This committee will include a site based AIG Specialist, an administrator, a school counselor, and a teacher. It will also include ELL and EC teachers when applicable. This committee will oversee the screening, referral, and identification process for the school site.

*** Practice E**

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

1. ACS AIG Specialists share the procedures for the screening and referral identification processes with all staff at each school. This is done in staff meetings, individual meetings, and/or PLC meetings. AIG refresher training is offered for school staff at the beginning of each school year to ensure everyone understands gifted characteristics and the process for identification. This training will include information about gifted characteristics within underrepresented populations.

2. ACS AIG Specialists share information about the screening and referral identification process with parents/families at the beginning of each year and/or as needed. Information sessions will be provided at a variety of locations and times.

3. The AIG Coordinator posts the identification process on ACS District and school web pages.

4. The AIG Coordinator will work with ACS Student Services to translate parent paperwork into Spanish and other needed languages for the community.

*** Practice F**

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







1. Each student who is referred for AIG qualifications has a folder that includes pertinent AIG information, including but not limited to: Student Eligibility Record (SER), Individualized Differentiated Education Plan (IDEP), test score documentation, parent permission to serve and parent permission to test, and any documents needed to support the identification of the student (for example: referral forms, Renzulli scales).
2. Each school has an AIG Specialist-maintained spreadsheet(s) of current AIG students which includes all pertinent data. These databases are housed in a shared AIG District Google folder.
3. All AIG folders follow the students as they move campuses. If a student leaves the district, the student's folder will follow his/her graduating class.
4. All ACS AIG folders are kept for 3 years after a student's senior year at a central location in the District.. After that they will be disposed of according to the ACS Board Procedure 4700-P Student Records.

*** Ideas for Strengthening the Standard**

1. We have changed our identification procedure to identifying the top 10% of all subgroups to ensure that our identified students mirror our student body in demographics. This change will also lower our numbers of identified students allowing our current AIG Staff the ability to address other responsibilities in this plan, including nurturing more students.
2. We have also changed the percentile for identification to 98% for both Aptitude and Achievement from combined scores of 90% or individual scores of 96%. This also will lower our numbers of identified students allowing our AIG Staff the ability to carry out other responsibilities in this plan, including nurturing more students.
3. New Student forms: Student Eligibility Record (SER), Individualized Differentiated Education Plan (IDEP) and Referral forms.

Planned Sources of Evidence

* 2022-2025 ACS AIG SER and IDEP
* 9th-12th IDEP 2022-2025
* 2022-2025 Quick Reference on AIG
* AIG Services Parent Permission to Serve Form
* Parent Permission to Evaluate Form 2022-2025
* Referral for AIG Services K-12 2022-2025

Documents		
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	 <u>2022-2025 ACS AIG SER and IDEP</u>  <u>9th-12th IDEP 2022-2025</u>  <u>2022-2025 Quick Reference on AIG</u>  <u>AIG Services Parent Permission to Serve Form 2022-2025</u>  <u>Parent Permission to Evaluate Form 2022-2025</u>  <u>Referral for AIG Services (K-12) 2022-2025</u>

Standard 2: Comprehensive Programming within a Total School Community

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Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

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

ACS AIG services reach students differently depending on their grade level and need. We have explained our AIG service delivery below showing what "all" students, "some" students, or "few" students may receive.

K-2nd

1. All students will have access to whole class lessons delivered by an AIG Specialist.
2. Some students will have access to advanced work in Reading and Math through flexible grouping in their regular classroom setting.
3. Few students (those identified as Intellectually Gifted) may be served through cross grade subject acceleration and/or direct instruction with an AIG specialist. These decisions will be made by the school principal in coordination with the AIG services committee.

3rd-5th

1. All students will benefit from differentiated instruction and flexible grouping provided by their classroom teacher, with support from an AIG specialist.
2. All students will have access to nurturing and enrichment experiences which may include but are not limited to: Science Olympiad, PBL, inquiry units, Robotics Team, school based clubs, and Battle of the Books.
3. Many students will receive support from the AIG Specialist. This may include but is not limited to support for their classroom teacher in differentiation and enrichment, content specific compacting and acceleration, and content support for students.
4. Some students, those who demonstrate mastery in the specific topic being taught by the classroom teacher, will receive flexible group direct instruction by the AIG Specialist.
5. Few students will be identified as IG or AI. They will receive an Individualized Education Plan (IDEP) to match their needs. The IDEP may include but is not limited to:

- Cluster grouping
- Direct instruction with AIG Specialist
- Independent study with AIG Specialist
- Subject acceleration

6th-8th

1. All students have the opportunity for differentiation and flexible groupings in their classroom. All students will have access to enrichment experiences which may include but are not limited to: Odyssey of the Mind, Science Olympiad, PBL, inquiry units, MATHCOUNTS, Math through STEAM, Speech and Debate, Academic Competitions, school based clubs, and Battle of the Books.
2. Many students will receive support from the AIG Specialist including but not limited to support for their classroom teacher in differentiation, enrichment, and content specific compacting and acceleration, and content support for

students

3. Some students, those who demonstrate mastery in the specific topic being taught by the classroom teacher, will receive flexible groupings with direct instruction by the AIG Specialist. Some students, who have demonstrated academic maturity through achievement scores, grades, conferencing with school counselor and AIG Specialist, then a parental commitment, may receive access to online learning (NCVPS) in grades 6-8.
4. Few students will be identified as AI, AG, or IG. They will receive an Individualized Education Plan (IDEP) to match their needs. The IDEP may include:

- Cluster grouping
- Direct instruction with AIG Specialist
- Independent study with AIG Specialist
- Subject acceleration

9th-12th

All 9th-12th grade students will receive AIG consultation in collaboration with school counselors regarding, but not limited to:

- dual enrollment with AB Tech/UNCA/NCSSM Connect Classes
- North Carolina Governor's School
- Access to Honors and AP courses
- Credit By Demonstrated Mastery (CDM)
- North Carolina Virtual Public School (NCVPS)

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*** Practice B**

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

K-5th

Students have access to nurturing classes and small-group counseling with ACS counselors and whole class meetings with classroom teachers. School counselors serve on AIG Service Committee. AIG specialists include SEL goals and practices in planning. Whole class lessons by the AIG Specialist can include SEL topics.

6th -8th

Students' social and emotional needs will be met through Advisory lessons, access to a school counselor, and coordination with relevant personnel (such as AIG Specialist, ELL and EC teachers). A school counselor serves on the AIG Services Committee.

9th -12th

Students' social and emotional needs will be met through access to a school counselor, and coordination with relevant personnel (such as AIG Specialist, ELL and EC teachers).

*** Practice C**

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

Below we have listed our district priorities and how the AIG program aligns with these priorities.

Core Instruction

All students will have access to rigorous core instruction through district mandated curricula, mainly delivered by classroom teachers. AIG Specialists will support the curriculum.

Some students will receive advanced or accelerated core instruction based on need.

Few students may receive grade level acceleration for core instruction that meets their academic needs.

Equity

All students will have access to whole class talent development nurturing lessons in grades K-2. All students will engage in lessons to develop critical thinking, information analysis, problem solving, and creativity.

Some students will receive advanced or accelerated core instruction based on need. AIG Specialists will coordinate with classroom teachers and PLCs to ensure equitable access.

Few students will receive IDEPs based on our equity model described in Standard 1. Students who are identified as AIG will receive services according to their IDEP.

Social Emotional Lessons (SEL)/Whole Child

All students will have access to whole class nurturing lessons. All students have access to their school's SEL lessons.

Few students may have Social Emotional Lessons (SEL) or coaching as noted in their IDEP.

The school based counselor serves on school level AIG Service Committees.

Our district has hired a new SEL Coordinator as of the 2022-2023 school year. The AIG team will work with this person to work on increasing our SEL support to gifted students.

*** Practice D**

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

1. Asheville City Schools utilizes the Professional Learning Community (PLC) model of teacher collaboration along with Multi Tiered Systems of Support (MTSS). In these systems teachers and support staff (AIG specialists, EC teachers, Instructional Facilitators, ELL teachers, Digital Lead Teachers, and school administrators) use data to inform instruction and grouping.
2. In grades K-8, some students will be placed in advanced flexible reading and math groups based on classroom mastery and/or student interest. Data will be used in PLCs and MTSS to create these groups. The AIG Specialist may lead these flexible advanced groups on a short term rotating basis.
3. Few students will be clustered in classes to support focused delivery of services.

*** 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.

1. AIG Plans are posted on the ACS website maintained by the AIG Coordinator.
2. AIG specialists work with school principals to develop a plan to educate teachers about the AIG plan. This may include professional development in a whole staff setting such as a meeting or during small groups such as PLCs or grade levels. This will be ongoing throughout the plan cycle.

*** Practice F**

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

1. AIG Specialists review data from other school districts and work with data managers to ensure new students with AIG qualification are included in AIG services.
2. Middle school AIG specialists meet with Elementary school AIG Specialists to facilitate transition. AIG Specialists will conduct 5th to 6th grade and 8th to 9th grade transition meetings between the AIG students and the subsequent AIG Specialists.
3. At the high school level, school counselors and the AIG Specialist will communicate and collaborate with students on various services as needed.
4. Spreadsheets of students are shared from elementary to middle school. Middle school AIG student folders are moved to and stored at high school by graduation year. All AIG specialists meet to oversee file transfers from elementary to middle to high school.

*** 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.

1. AIG Service Committees meet with stakeholders to consider requests for acceleration. Committees review data and consider the Iowa Acceleration Scale as a method for determining need and action. Students may qualify for whole grade or subject based acceleration. This is a principal decision informed by the AIG Services Committee.
2. Some students will receive compacted content based on need. AIG specialists will work with classroom teachers in PLCs to determine student needs.

3. School counselors/administration facilitate the CDM process, as well as coordinating dual enrollment for eligible and interested students. They will also facilitate placement exams, so that students who need placement into a higher level foreign language class (Spanish, French and Chinese), can accelerate into the next level.

*** Practice H**

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

1. All teachers in ACS receive professional development in racial equity on a yearly basis. This PD includes but is not limited to training on historical data, racial bias and stereotypes, micro and macro aggressions, culturally responsive teaching and materials. It takes many forms including whole staff training, small group training, book studies, and community forums. AIG teachers are included in this training and at times lead aspects of this training.
2. Identification procedures have changed to include the top 10% of all subgroups within the AIG label.
3. All students in grades K-2 receive whole class nurturing lessons by an AIG Specialist. During these lessons, teachers are watching for gifted behaviors from students across all demographic groups. Students may then be intentionally selected for flexible small grouping.
4. In grades 3-8, students who demonstrate mastery of the topic may receive additional services that may include direct instruction with an AIG specialist within a flexible grouping. The AIG specialist will work with classroom teachers to ensure that students are identified for this instruction using equitable practices.
5. At the high school level, administrators and school counselors collaborate to ensure barriers are removed to ensure access to advanced courses.

*** Practice I**

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

K-5

Schools provide a variety of before- or after-school extracurricular programs, which may include but are not limited to:

- Battle of the Books
- Lego club
- Programming clubs
- Arts and Drama clubs
- Game clubs
- Subject area clubs

6-8

Schools provide a variety of before or after school extracurricular programs which may include but are not limited to :

- Odyssey of the Mind
- Science Olympiad
- MATHCOUNTS
- Math through STEAM
- Speech and Debate
- Academic Competitions
- Battle of the Books

9-12

Students have the opportunity to participate in a wide variety of clubs, organizations and class selections that develop their needs, talents and interests. The organizations include areas of interest such as academics, speech and debate, arts and music, athletics, cultural groups, environmental and social justice action, and more.






* Ideas for Strengthening the Standard

1. All students have access to differentiated flexible grouping 3-8.
2. The plan has changed the way the AIG Specialists spend their time. Instead of the majority of the AIG Specialists' time being spent serving identified students, AIG Specialists will now focus on talent development, teacher support, and reaching more students, including students from systemically underserved populations.
3. AIG Specialists will work closely with PLCs to ensure equitable differentiated classroom instruction.

Planned Sources of Evidence

- * 6-8 AIG Presentation transition visits
- * 8th-9th Transition Meeting
- * 9th-12th IDEP 2022-2025
- * Credit by Demonstrated Mastery Information sheet
- * Parent Notification of Flexible Service

Documents

Type	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	<ul style="list-style-type: none"> <u>6-8 AIG presentation transition visits</u> <u>8th-9th Transition Meeting</u> <u>9th-12th IDEP 2022-2025</u> <u>Credit by Demonstrated Mastery Info for Schools 2022-2025</u> <u>Parent Notification of Flexible Service</u>

Standard 3: Differentiated Curriculum and Instruction

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Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

1. AIG Specialists support classroom teachers in adapting the NCSCOS to meet the needs of all students including gifted learners. Teachers who serve formally-identified gifted students may use, but are not limited to, the following methods for adapting the NCSCOS:

- Curriculum compacting--Teachers administer pre-assessments to determine which standards need to be taught and will devote the majority of their instructional time to the standards that students have not yet mastered
- Accelerated pacing--Teachers deliver the NCSCOS at a faster rate than that of a typical classroom.
- Enrichment--Teachers select activities that relate to the NCSCOS that integrate creativity, collaboration, problem-solving, and critical thinking.
- Flexible subject grouping in all areas is recommended as best practice.

2. AIG Specialists support classroom teachers by providing resources, modeling instructional strategies, and participating in collaborative planning, such as PLCs. Specialists support teachers in differentiating instruction for all advanced learners.

3. Content and pace are differentiated for high ability learners including but not limited to:

- cross-grade subject instruction,
- flexible grouping for acceleration based on assessments
- high school math courses offered at the middle school level
- NCVPS online courses
- Honors/AP classes at the high school level
- dual enrollment courses at AB Tech, UNCA and NCSSM Connect Classes for high school students, Credit by Demonstrated Mastery (CDM)
- 1:1 laptop initiative in elementary, middle and high schools.

4. The AIG Elementary Specialists may deliver whole-class enrichment lessons that relate to the NCSCOS but are deeper and/or more complex than typical classroom instruction.

5. Students who have mastered grade level curriculum may be referred to the AIG Services Committee and school principal to determine if grade level acceleration is the best course of action to meet student needs. This process would be facilitated by the AIG Services Committee using the IOWA Acceleration Scale with input from classroom teacher, AIG Specialist, Administration, parents and school psychologist. Grade skipping is a principal decision.

*** Practice B**

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

1. Along with classroom differentiation the following instructional practices are promoted and/or used in ACS: Socratic Seminars, integrated technology for enhanced instruction through problem-solving, direct instruction of 21st Century Learning Skills, critical thinking skills lessons, enriched and individualized vocabulary studies, problem-based learning units, inquiry-based instruction, faster pacing, acceleration, higher-order questioning, utilizing research-based

curriculum resources for high-ability learners, accelerated learning through honors level courses, dual enrollment, AP courses, online learning, content pacing guides, tiered assignments, and choice menus.

2. AIG Specialists work with classroom teachers to share strategies, model instruction, and provide resources.

3. Classroom teachers will regularly administer and utilize pre-assessment data to inform flexible instructional groups based on skills, interests, and/or learning modalities. AIG Specialists will support this process in PLCs. The AIG Coordinator and Specialists will work with district curriculum and instruction leadership to facilitate this process for teachers.

*** Practice C**

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

1. Teachers and AIG Specialists utilize a library of resources that includes but is not limited to:

- M3 math
- Junior Great Books
- Hands on Equations
- Paideia seminars and curriculum
- Project Based Learning experiences from Sheila Gallagher
- William and Mary literacy materials
- Interact Simulations
- NCDPI resources
- Wit and Wisdom (1-5)

- Bridges Math (K-5)
- Michael Clay Thompson language and vocabulary resources
- Challenge Math
- Noetic Math
- Words Their Way
- MyPerspectives ELA (6th-8th)
- Reveal Math (6th-8th)
- NCVPS

*** Practice D**

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

1. ACS students have access to a 1-to-1 laptop initiative. All schools have a Digital Lead Teacher(DLT) to support and facilitate these future ready skills in the digital world. Many schools have a makerspace supported by the DLT and media coordinator.
2. Classroom teachers and AIG specialists use strategies and resources to promote higher level thinking included but not limited to: STEAM projects, Project-based learning (PBL), critical and creative thinking, Socratic Seminars, simulations, William & Mary Center for Gifted Education Curriculum, collaboration and problem-solving strategies.
3. All students receive digital citizenship lessons facilitated or supported by the Digital Lead Teacher. Many students collaborate and create using digital platforms with the support of the DLT.
3. Many students at middle school and high school participate in the National Junior Honor Society, as well as other clubs and organizations that support cultivating leadership.

*** Practice E**

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

1. ACS utilizes several assessment tools to inform differentiation planning for all students including gifted learners across each of the grade spans. (eg: K-2 assessment materials, MClass, EOG/EOC, STAR, NCENSI, CogAT, and classroom common formative and summative assessments).
2. Assessments are used for the following site-based decisions: flexible grouping of students to facilitate advanced pacing for math and reading; adapting resources to support the needs of advanced learners; continually screening student data for advanced reading and math identification.
3. A major shift in this AIG plan is to formally identify fewer students while working to serve more students who demonstrate a need via assessment. In this way AIG Specialists can do the work of supporting classroom teachers and students in a meaningful way based on student need.

*** Practice F**

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

1. ACS professional development will include learning about the social and emotional needs of all students. An ACS district initiative includes Social and Emotional Learning (SEL) across all grade spans.
2. AIG Specialists work with administrators, counselors, and classroom teachers to provide emotional support to gifted learners as needed.
3. AIG Specialists support gifted learners in understanding how to advocate for themselves by teaching students to self assess their needs and select appropriate strategies in a positive and productive manner. Specialists will work with students to utilize SEL strategies taught in their specific school.

4. The District AIG Team provides resources to parents, teachers, and students for social and emotional needs of gifted learners in a variety of ways including digital resources, lending libraries, and personal consultation.
5. ACS has hired a SEL coordinator for the 2022-2023 to facilitate the social and emotional needs for the students and staff in our district.

*** Practice G**

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

1. ACS currently provides 4 elementary AIG Specialists to serve 5 schools. These specialists provide whole class instruction in grades K-2 on a rotating basis.
2. District AIG Team provides professional development that specifically addresses strategies to be used in nurturing the potential of young learners at least once during each plan cycle. This could be delivered to the whole group or in grade level meetings.
3. AIG Specialists collaborate with K-3 teachers, media specialists, and digital lead teachers to support the needs of high achieving K-3 students. Specialists have resources to support primary students that they share with classroom teachers in PLCs. Resources support flexible grouping such as Junior Great Books for advanced readers and advanced math problems.
4. AIG Specialists are available to meet with K-3 teachers individually to develop plans to develop the potential of students in their classrooms.
4. AIG Specialists have resources that can be utilized by parents in nurturing K-3 potential and communicate about these resources through classroom teachers and other support staff. Resources are also available at the ACS AIG website.

*** Practice H**

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

1. AIG Specialists work at the school level with instructional and support staff to assist in planning differentiating curriculum for all students. Specialists may work with the following teams: Professional Learning Communities (PLC), School Improvement Teams, Multi-Tiered System of Support teams, Digital Learning Teams, Inquiry Teams, and Equity Teams,
2. AIG Specialists work with classroom teachers by planning, modeling and/or co-teaching lessons.
3. For the high school level an AIG Specialist is available to offer guidance and support for high level students to access opportunities.
4. Specialists may attend student/parent conferences to collaborate on meeting student needs at the individual level.
5. The AIG Coordinator and AIG Specialists will work with the district level Curriculum and Instruction team to develop and implement differentiated curriculum supporting our district core curriculums.

*** Practice I**

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

1. As outlined in Standard One Practice B, students in ACS will receive an IDEP who are identified as AG, IG, and AI. The IDEP will be created by the AIG Services Committee. Caregivers may be invited to this meeting. The committee's decisions and the IDEP if completed will be communicated with the students' caregivers. The IDEP will be completed upon initial identification and reviewed annually. The IDEP can be amended by the AIG Services Committee if students need changes. At school transition points, parents will receive information about changes to services.

2. Families of students who receive direct instruction in flexible groups from the AIG Specialist who are not formally identified as AIG, will be notified about this needs based service.

*** Ideas for Strengthening the Standard**

1. The AIG coordinator and AIG Specialists will work with the district C&I team to create resources that support classroom teachers in doing the work of differentiating instruction and using our district curricula to maximize advanced student learning.
2. The plan has changed the way the AIG Specialists spend their time. Instead of the majority of the AIG Specialists' time being spent serving identified students, AIG Specialists will now focus on talent development, teacher support, and reaching more students, including students from systemically underserved populations. This includes more focused time to help teachers differentiate curriculum and instruction.

Planned Sources of Evidence

- * 2022-2025 ACS AIG SER and IDEP
- * 9th-12th IDEP 2022-2025
- *

Documents		
Type	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A	 <u>2022-2025 ACS AIG SER and IDEP</u>  <u>9th-12th IDEP 2022-2025</u>

Standard 4: Personnel and Professional Development

Asheville City Schools (111) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - 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.

ACS provides an AIG Coordinator. The AIG Coordinator is required to have AIG licensure per the NC AIG Program Standard 4a. In addition to the AIG Coordinator, the LEA will name two AIG certified Lead Specialists, one Elementary-level and one Secondary-level lead, to represent the AIG Department in LEA-wide discussions involving AIG. The leads will represent the needs of AIG students in matters including, but not limited to, programming, resource allocation, and professional development.

AIG Coordinator Responsibilities:

1. Oversees documentation for identification and student education plans in collaboration with the AIG Lead Specialists.
2. Oversees management of funds for and coordinates implementation of gifted education professional development for district staff and AIG Specialists in collaboration with the AIG Lead Specialists:
3. Coordinates stakeholder input, collaboration, and communication through the AIG Advisory Group, school-based information events, and website updates. This will be in collaboration with the AIG Lead Specialists.
4. Collaborates with district leadership as an advocate for the AIG Program, including gifted learners and AIG Specialists, and the implementation of the AIG plan. The AIG Lead Specialists will be encouraged to be a part of these

discussions.

5. Participates in regional and state meetings and professional development along with the AIG-Lead Specialists.
6. Facilitates monthly AIG Department meetings to develop full-program capacity.
7. Facilitates the Procedure to Resolve Disagreements.
8. Maintains the ACS AIG website.
9. Presents AIG plan information to the ACS School Board and oversees the creation and implementation of the AIG plan.

*** Practice B**

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

1. The District AIG Team employs 7 full-time personnel. Staffing allocations will include staff for elementary, middle, and high schools. One AIG Specialist at Montford Middle School, will be part AIG Specialist and part AIG Coordinator.
2. AIG Specialists provide direct services to gifted students at each school site.
3. AIG Specialists address the academic and social/emotional needs of students through tasks including but not limited to teaching, tutoring, identifying and developing student plans, providing professional development, developing differentiated curriculum and instruction, and collaborating with staff.

*** 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.

1. Administrators and Student Services personnel:

- Will learn overall knowledge of the ACS AIG Plan with special attention to the changes in identification and services.

2. Classroom teachers, instructional specialist

- Will learn overall knowledge of the ACS AIG Plan with special attention to the changes in identification and services.
- Will receive raining and support to create pre-tests to determine student mastery of subject content as the need arises
- Will receive training and support in meeting the needs of gifted learners academically and socially-emotionally as the need arises

3. AIG Specialists

- Licensed or working toward license within 2 years
- Classroom teaching experience.
- CEU's in AIG for ongoing licensure.
- Provide PD for staff in large or small groups as determined by district administrators and site based staff.

*** 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.

Building level administrators, in collaboration with AIG Specialists, place AIG students in classes to ensure service delivery, including cluster grouping. Cluster group students are matched with teachers who have a proven track record

of success with meeting the academic and social and emotional needs of highly gifted learners. AIG Specialists will collaborate with teachers to ensure they have the support needed for meeting the needs of their students.

*** Practice E**

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

1. District will follow best practices in recruitment of educators of diverse backgrounds, including AIG specialists.
2. District AIG Specialists and interested personnel will be offered opportunities to attend regional, state, and national conferences, workshops, and other professional development training that refine and expand their expertise in the instruction of gifted students.
3. AIG Specialists will be part of the interview committee for hiring new AIG Specialists and/or AIG Coordinator wherever possible.
4. AIG Specialists will work with staff who show an interest in advancing their own learning about reaching gifted learners and encourage them to work towards their AIG licensure.
5. The AIG Coordinator will work with district level administrators towards the creation of a district incentive plan for AIG licensure.

*** Practice F**

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

1. AIG specialists will coordinate with building administrators or district administrators to offer professional development as needed on identification and serving the needs of students from underserved populations. Elementary specialists can utilize the Harrison Observation Form from USTARS-PLUS with elementary teachers.
2. All teachers in ACS receive professional development in racial equity on a yearly basis. This PD includes but is not limited to training on historical data, racial bias and stereotypes, micro and macro aggressions, culturally responsive

teaching and materials. It takes many forms including whole staff training, small group training, book studies, and community forums. AIG teachers are included in this training and at times lead aspects of this training.

*** 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.

1. AIG Specialists will meet in PLCs with teachers to collaborate on how to differentiate and supplement lessons.
2. AIG specialists will attend the NCAGT conference to learn current best practices in AIG education.
3. ACS district initiatives are focusing on Core Instruction (new elementary curriculums: Bridges Math and Wit and Wisdom. Middle School curriculums: Reveal Math, Second Step for Advisory, myPerspectives for ELA), Social and Emotional Learning, and Equity. AIG Specialists will take part in providing PD towards these efforts and deliver PD connecting these initiatives to AIG instruction and the AIG State Standards as called upon to do so by district and site based administrators.
4. The focus of PD for the 2022-2023 school year will be LETRS training from the state level, no other additional PD from the district will be offered at the elementary level. Elementary AIG Specialists will have the opportunity to collaborate with classroom teachers and curriculum specialists during the summer to unpack and plan for the Wit and Wisdom units. Middle school Professional development will focus on the new ELA curriculum myPerspectives. AIG Specialists will support exploring and creating differentiation strategies with these curricula.
5. All AIG Specialists at the elementary and middle school levels work closely and consistently with teachers on an as needed basis to attend PLC's and other collaborative meetings. Through the examination of data and planning for instruction, AIG Specialists on site have opportunities to co-plan with teachers for the benefit of all students.




*** Ideas for Strengthening the Standard**

1. ACS will be providing an AIG coordinator who will be part Coordinator for AIG and part AIG Specialist.

2. AIG specialists will provide professional development presenting highlights of the new AIG plan, as well as focusing on systemically underserved populations.
3. AIG specialists and interested personnel will attend other professional development for the instruction of gifted students.
4. AIG specialists will be a part of the interviewing committee for AIG positions in ACS.

Planned Sources of Evidence

- * CRT and the Brain Book Study Guide
- * Example PLC Minutes with AIG Specialist
- * Staff PD Increasing Rigor in the Classroom

Documents		
Type	Document Template	Document/Link
AIG Standard 4 Additional Resources	N/A	<ul style="list-style-type: none">  Example PLC Minutes with AIG Specialist Attendance and Support  Staff PD Increasing Rigor in the Classroom  CRT and the Brain Book Study Guide

Standard 5: Partnerships

Asheville City Schools (111) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 5: Partnerships

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

*** Practice A**

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

- academic and intellectual
- social and emotional.

1. Parents/guardians and community members are invited to information sessions to learn about the current ACS AIG Plan, as well as directed to the ACS AIG website for reference.
2. Parents/guardians may be included in the development of identified students IDEPs.
3. Parents/guardians are notified if their student receives services from an AIG Specialist.
4. AIG Specialists may attend parent /student/teacher conferences as able.
5. The AIG Coordinator maintains a district website with information about resources for families.
6. The AIG Specialists send home newsletters/information about the programs at each individual school at least twice a year, but preferably more often.
7. The AIG Specialists maintain individual websites with information for parents and/or students.

8. AIG Specialists and school counselors will provide support and resources for the social/emotional needs of AIG students.

*** 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.

1. ACS partners with local and state organizations to support families, such as ACS Foundation, Mission Hospital, Appalachian State, UNCA, AB Tech, North Carolina School of Science and Math (NCSSM), and North Carolina School of the Arts, to offer opportunities for students. These opportunities may include student exchange programs with the Asheville Rotary Club, internships, Summer Ventures, and North Carolina Governor's School.
2. AIG students have additional opportunities for enrichment through after-school programs and clubs.
3. ACS employees seek grant opportunities that partner with community members to bring a variety of enrichment opportunities into the classroom. (examples: Teaching Artist Presenting in Schools, and Asheville City School Foundation grants)
4. ACS partners with UNCA, NCSSM, and AB Tech to offer high school students dual enrollment courses for college credit. 5.
5. AIG Specialist at the high school, coordinates the North Carolina Governor's School, Summer Ventures, Rotary Club foreign exchange, and the North Carolina School of Science and Mathematics enrollment process or any other student lead interest.

*** 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.

1. The District AIG Team works with the AIG Advisory Group to develop and monitor AIG plan implementation and to promote continuous improvement.
2. The District AIG Team monitors the makeup of the Advisory Group to continue a balanced and diverse representation of all stakeholder groups (K-12), including counselors, school board members, district administration, classroom teachers, parents and community stakeholders.
3. AIG Advisory Group will consist of members that mirror the diverse population of ACS.
4. The ACS AIG Advisory Group collects and reviews data to identify areas for program improvement in an effort to ensure consistency and fidelity of program vision and to ensure that service delivery is equitable and consistent across schools.
5. During the plan revision year, the AIG Advisory Group meets a minimum of four times. In a non revision year the Advisory Group meets at a minimum twice a year to update all stakeholders regarding plan implementation.

*** Practice D**

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

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

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

1. AIG Specialists hold school-based parent meetings, and/or attend school based curriculum nights.
2. AIG Coordinator creates a link to the ACS AIG Plan located on the district website, and AIG Specialists will include it on school AIG websites.
3. The AIG Coordinator maintains the AIG website with current and relevant information for program transparency.





4. AIG Specialists share newsletters with stakeholders, parents and administration.
5. Members of the District AIG Team will present information and updates to the ACS Board of Education.
6. Glossary is included in the AIG plan appendix so all readers can have a common understanding of vocabulary.
6. AIG Specialists utilize newsletters, social media posts, flyers to keep families informed of opportunities that would benefit high ability learners.
7. The AIGo coordinator will work with the Student Services Department to create digital copies of district AIG forms in Spanish and other pertinent languages.
8. AIG Specialists collaborate with ELL personnel as needed for translation with our ELL parents and population. The AIG Specialist will work together with ELL teachers/District programming to ensure that translations in other needed languages are available.

*** Ideas for Strengthening the Standard**

1. Seeking grant opportunities within the community.
2. Improved AIG website and continued updated information on the website.
3. Increasing communication with staff, parents, stakeholders and the public for transparency by meeting and working with the ACS Executive Director of Communications for PR.
4. Work with the Leadership Team at central office in developing and implementing policies relating to advanced learning and gifted education.


Planned Sources of Evidence

* 1-3-22 District AIG Meeting Agenda
* 2-24-22 ACS AIG Advisory Team Meeting
* 3-31-22 ACS Advisory Group Meeting Agenda
* 8-27-21 Agenda
* AIG Advisory Group 6-8-22
* AIG Advisory Group invitation email
* AIG Advisory Group Presentation 2022
* CogAT General Results Parent Letter Spanish
* Winter 2022 Advisory Committee Input
* ACS AIG Glossary
* Procedure to Resolve Disagreement
* Credit by Demonstrated Mastery Information Sheet

Documents		
Type	Document Template	Document/Link
AIG Standard 5 Additional Resources	N/A	 <u>1_3_22 District AIG Meeting Agenda</u>  <u>2-24-22 ACS AIG Advisory Team Meeting</u>  <u>3_31_22 ACS Advisory Group Meeting Agenda</u>  <u>8_27_21- Agenda</u>

 [AIG Advisory Group 6 8 22](#)


 [AIG Advisory Group invitation email](#)

 [AIG Advisory Group Presentation 2022](#)

 [CogAT General Results Parent Letter](#)

 [Copy of Procedure to Resolve Disagreement-Sp](#)

 [Credit by Demonstrated Mastery Info for Schools](#)

 [Winter 2022 - AIG Advisory Committee Input](#)

 [Glossary-Asheville City Schools 2022-2025](#)

Standard 6: Program Accountability

Asheville City Schools (111) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 6: Program Accountability

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

*** Practice A**

Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. § 115C-150.5-8 [Article 9B]), which has been approved by the local board of education and sent to SBE/DPI for review and comment.

1. ACS AIG Advisory Group meets to offer input on writing the local AIG plan. The group represents AIG staff, school administrators, district administrators, certified support staff, regular classroom teachers, college and university partner representatives, parents, students, and board of education representatives.
2. The District AIG Team solicits feedback from surveys to AIG parents, staff, and students that assists in the development of the ACS AIG Plan.
3. The District AIG Team completes the program self-assessment from DPI and uses the data/information in the self-assessment to guide plan revisions with input from the Advisory Group.
4. By July 2025, the ACS AIG Program will have approval for the AIG Plan from the Local Board of Education and submit the plan to the State Board of Education/Department of Public Instruction for comments and considerations.
5. The AIG Coordinator/Lead and/or AIG District Team designee attend regional area meetings and online office hours with the DPI staff to help support plan development and improvement.

*** 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.

1. ACS AIG Plan implementation is monitored by the AIG Coordinator, the District AIG Team, and the AIG Advisory Group.
2. The ACS School Board Attorney will ensure that the AIG Plan is in compliance with all North Carolina legislatures.
3. The ACS AIG Advisory Group collects and reviews data regularly to identify areas for program improvement in an effort to ensure consistency and fidelity of program vision and to ensure that service delivery is equitable and consistent across schools.
4. The AIG Coordinator completes Interim Reports to NCDPI to assess progress towards program implementation and effectiveness, utilizing feedback from individual schools, district level staff, and other key stakeholders.
5. During the plan revision year, the AIG Advisory Group meets a minimum of four times. In a non-revision year the Advisory Group meets at a minimum twice a year to update all stakeholders regarding plan implementation.
6. The District AIG Team requests to meet once per year with the ACS Board of Education and the ACS Leadership Team to engage in dialogue regarding services provided to gifted learners. Dialogue includes data sharing and plan implementation updates.
7. The District AIG Specialists meet monthly. Agendas may include but are not limited to: plan implementation, data review, resources, student IDEP Plan Review, school-based needs, advisory group planning, AIG regional meeting updates, AIG team book studies, implementation of research-based best practices, lesson planning, identification/assessment data, and/or AIG presentations/professional development.
8. The AIG Specialists in elementary, middle and high schools meet as needed to collaborate and to support district-wide AIG student needs.
9. The AIG Coordinator participates as a member of the district level Leadership Team.

*** 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.

1. AIG Coordinator works with ACS Chief Financial Officer to align the plan with budgeted resources.
2. Budgetary items are allocated based on need and value added for gifted populations.

*** 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.

1. AIG Coordinator and District AIG Team gathers, analyzes, and shares AIG student growth and achievement data with the AIG Advisory Group and the ACS Board of Education.
2. ACS Testing and Accountability Department will disseminate EOG/EOC data using specific AIG student qualification areas, matching their reading and math EOG/EOC data to share this with all stakeholders.
3. The District AIG Team disaggregates data based on AIG services to monitor the academic growth of AIG students, located in the AIG District Database, organized by each graduating class.
4. AIG Specialists, student support personnel, and system data managers monitor AIG dropout data.
5. AIG Specialists meet with school level PLCs and/or teaching teams to use classroom data to meet the needs of individual learners within each grade level.

*** 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.

1. The District AIG team standardizes spreadsheets used to monitor AIG student data, including demographics.
2. The District AIG team works with designated district-level personnel to monitor underrepresented populations' identification, retention, and academic growth for the purpose of increasing accessibility to all students.
3. AIG Specialists monitor the overall AIG program population by maintaining accurate databases and cross-checking the information with data managers at each school.
4. The District AIG Team monitors student participation in AIG Specialist led flexible grouping with the aim of having groups be representative of our overall student population.
5. In grades K-2, AIG Specialist and classroom teachers collect observational and/or performance data that might be utilized in the referral process. Special attention is given to nurturing observed gifted characteristics in racially and culturally diverse groups and ELL students.
5. The AIG Coordinator works with ACS Student Services to determine the number of AIG students dropping out at the 9th-12th grade level.
6. AIG Specialists work with AIG Service Committees, the AIG Advisory Group, and principals to monitor and review the participation of underrepresented populations in the AIG program.



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Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	<5%	9.09%	---	17.12%	---	32.43%
Male	---	<5%	17.80%	---	12.27%	---	31.42%
Total	---	<5%	13.76%	---	14.56%	---	31.93%

Percent of Total AIG Students Identified as Dual Exceptionality

<5%

*** 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.

1. The AIG Coordinator works with ACS Student Services to maintain a current list of AIG licensed personnel.
2. The AIG Coordinator works with the Human Resources Director to ensure that administrators and appropriate school personnel have access to the credentials of personnel working with AIG students.

*** Practice G**

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

1. The AIG team administers surveys to parents, teachers, and students at least once per plan cycle to gather feedback.
2. AIG Specialists hold parent information nights and are in attendance at school wide events.

3. AIG Advisory Group serves as a forum to elicit stakeholder feedback.

*** Practice H**

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

1. The District AIG Team utilizes survey data from students, parents, teachers, and stakeholders to inform decisions.
2. The District AIG Team utilizes feedback from the Advisory Group to review and revise the Local AIG program and plan. Feedback is taken in both written form and group discussion.

*** Practice I**

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

1. NCDPI Plan Review information is shared with the Advisory Group, district leadership, and principals.
2. Plan review information is accessible via the ACS AIG website.

*** Practice J**

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

1. Parents sign consent forms for all AIG students to receive AIG services, as well as permission to test for further data collection.
2. Stakeholders have access to the AIG plan where identification and services are outlined on the ACS District AIG Website, as well as posted on each individual school's AIG websites.

3. Transfer students formally identified as gifted in other schools will be honored as gifted in ACS. All available data will be used to determine services.

4. All student data that could inform qualification as AIG (ex: EOG) is reviewed annually. Outside full scale WISC or similar Intelligence testing results given by a licensed professional will be considered for AIG qualification as well. Any student who does not have CogAT data from elementary school will be given the CogAT in 6th grade.

4..A Board Of Education-approved "Procedures to Resolve Disagreement" form is included in initial identification paperwork.



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*** Ideas for Strengthening the Standard**

1. Continuing the use of AIG Advisory Group for feedback and accountability
2. Continuing the need for diversity representation on the AIG Advisory Group
3. Continue to monitor data for AIG qualification and retention
4. Continue to use feedback to direct our AIG programming

Planned Sources of Evidence

* 2022-2025 AIG Parent Survey Elementary

* 2022-2025 AIG Parent Survey AMS

* AIG Program Survey Teachers

* AIG Services Parent Permission to Serve

* AIG Student Survey Middle School

* HIGH Student Survey

* Procedure to Resolve Disagreement

* Winter 2022 AIG Advisory Committee Input

Documents

Type

Document Template

Document/Link

AIG Standard 6 Additional Resources

N/A

 [2022-2025 AIG Parent Survey.](#)

 [2022-2025 AIG Parent Survey--AMS](#)

 [AIG Program Survey - Classroom Teacher](#)

 [AIG Services Parent Permission to Serve Form 2022-2025](#)

 [AIG Student Survey - Middle School](#)

 [HIGH Student Survey.](#)

 [Procedure to Resolve](#)


Disagreement 2022-2025

 Winter 2022 - AIG Advisory Committee Input

Local Board of Education Approval



Asheville City Schools (111) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

08/08/2022 

Original Application Submission Date: 08/29/2022

Documents






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

AIG Related Documents

Asheville City Schools (111) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	Local Board of Education Approval Template	Local AIG Plan Board Approval Document
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	2022-2025 ACS AIG SER and IDEP 9th-12th IDEP 2022-2025 2022-2025 Quick Reference on AIG AIG Services Parent Permission to Serve Form 2022-2025 Parent Permission to Evaluate Form 2022-2025 Referral for AIG Services (K-

	<p><u>12) 2022-2025</u></p> <p>👉 <u>6-8 AIG presentation transition visits</u></p> <p>👉 <u>8th-9th Transition Meeting</u></p> <p>👉 <u>9th-12th IDEP 2022-2025</u></p> <p>👉 <u>Credit by Demonstrated Mastery Info for Schools 2022-2025</u></p> <p>👉 <u>Parent Notification of Flexible Service</u></p>		
AIG Standard 2 Additional Resources	N/A	N/A	<p>👉 <u>2022-2025 ACS AIG SER and IDEP</u></p> <p>👉 <u>9th-12th IDEP 2022-2025</u></p> <p>👉 <u>Example PLC Minutes with AIG Specialist Attendance and Support</u></p> <p>👉 <u>Staff PD Increasing Rigor in the Classroom</u></p> <p>👉 <u>CRT and the Brain Book Study Guide</u></p>
AIG Standard 3 Additional Resources	N/A	N/A	<p>👉 <u>1_3_22 District AIG Meeting Agenda</u></p> <p>👉 <u>2-24-22 ACS AIG Advisory Team Meeting</u></p>
AIG Standard 4 Additional Resources	N/A	N/A	
AIG Standard 5 Additional Resources	N/A	N/A	

		<ul style="list-style-type: none">  <u>3_31_22_ACS_Advisory_Group_Meeting_Agenda</u>  <u>8_27_21-Agenda</u>  <u>AIG_Advisory_Group_6_8_22</u>  <u>AIG_Advisory_Group_invitation_email</u>  <u>AIG_Advisory_Group_Presentation_2022</u>  <u>CogAT_General_Results_Parent_Letter</u>  <u>Copy_of_Procedure_to_Resolve_Disagreement-Sp</u>  <u>Credit_by_Demonstrated_Mastery_Info_for_Schools</u>  <u>Winter_2022_-_AIG_Advisory_Committee_Input</u>  <u>Glossary-Asheville_City_Schools_2022-2025</u>
<p>AIG Standard 6 Additional Resources</p>	<p>N/A</p>	<ul style="list-style-type: none">  <u>2022-2025_AIG_Parent_Survey.</u>  <u>2022-2025_AIG_Parent_Survey--AMS</u>  <u>AIG_Program_Survey_-_Classroom_Teacher</u>  <u>AIG_Services_Parent_Permission_to_Serve_Form_2022-2025</u>

 [AIG Student Survey - Middle School](#)

 [HIGH Student Survey.](#)


 [Procedure to Resolve Disagreement 2022-2025](#)

 [Winter 2022 - AIG Advisory Committee Input](#)

Glossary

Asheville City Schools (111) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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