Mission/Vision Statement and Funding

Bladen County Schools (090) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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

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

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

* Mission and/or Vision Statement(s)

Bladen County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021, 2024). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement 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 relate to the categories related to NC's AIG legislation, Article 9B (N.C.G.S. 115C-150.5). These best practices help to clarify the standard, describe what an LEA should have in place, and guide LEAs to improve their programs.

As LEAs continue to transform their AIG Programs and align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for the 2025-2028 plan cycle. This local AIG plan has been approved by the LEA's Board of Education and sent to NC DPI for comment.

For 2025-2028, Bladen County Schools vision for the local AIG program is as follows: Bladen County Schools will increase student achievement in the 21st century. Effective teachers and principals will facilitate the achievement of all children and will provide students with high quality classroom instruction to foster intellectual development. Bladen County Schools recognizes that children have different needs and is committed to challenging all students to reach their full potential. High ability students will receive appropriate services and will compete successfully as productive citizens.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* $ 235,531.00	* $ 0.00	* $ 0.00	* $ 0.00

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Standard 1: Student Identification

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

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

Bladen County Schools' purpose for AIG students reflects the commitment to help all students reach their full potential regardless of family background, socioeconomic levels, disabilities, or gender.

Screening includes all activities designed to review the general population of students to determine which students may need further assessment or placement in the gifted education program. Students can be referred by teachers, principals, parents, or self nomination. Identification is initiated when information collected in the screening phase indicates a possible need for gifted services. An AIG Needs Determination Team will review all pertinent information gathered from multiple sources and make decisions regarding needs for differentiation. Information collected will be drawn from six multiple indicators of giftedness: student aptitude, student achievement, student performance, student observable behaviors, student motivation, and student interest.

THE SCREENING PROCESS

Informal screening through data collection and by continuous observation of students will be on-going by the classroom teacher. A broad-sweep screening will occur annually for every Bladen County child in grades 3-12. This is accomplished through the administration of the universal screener, the Cognitive Abilities Test, to all fourth graders but will shift to second grade for the 2025-2028 plan, through grades 3-8 End-of-Grade Testing, 9-12 End-of-Course Testing, and PSAT/SAT/ACT scores. This procedure ensures equal opportunities and access for all students, including underrepresented students, students with disabilities, students who are economically disadvantaged, and English learners. Information collected at screening should lead to placement, to further assessment, or to a decision that the student does not require differentiated services.

K-2 SCREENING SHOULD BE CONDUCTED AS FOLLOWS:

- Principals work with classroom teachers and use results from various assessments to identify students for the nurturing program. These assessments may include iReady (Math), CKLA Reading, mClass, and any other criteria deemed appropriate by the Bladen County Schools Curriculum department.
- If a transfer student in grades K-2 has been identified as AIG in another school system, that student will be referred to the AIG Needs Determination Team. Bladen County Policy Code: 4155 will be reviewed to assist in the decision process. Bladen County Policy Code: 4155 (b) states “For a newly enrolled student, school administrators shall initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation/placement in similar programs in the sending state. Such programs include, but are not limited to, academically or intellectually gifted (AIG) programs and English as a Second Language programs.”

* Parent, teacher, principal, and self referrals will be accepted by the AIG Needs Determination Team.

3-8 SCREENING SHOULD BE CONDUCTED AS FOLLOWS:

- Bladen County Schools will conduct a universal screening of aptitude of all second grade students. Students scoring in the 85th percentile or higher on this aptitude test will be placed in the AIG Student Pool. This is a change from the previous 2022-2025 AIG Plan, where all fourth grade students were

administered the universal screener. For the 2025-2026 school year, the universal screener will be administered to all second and fourth graders to ensure the cohort of students in fourth grade are given a universal screener.

- Grades 3-8 are given the NC End-of-Grade Assessment in Reading and Mathematics. Students scoring in the 85th percentile or higher on either test will be placed in the AIG Student Pool.
- Classroom performance greater than or equal to 90 percent or higher may be used to place a student in the AIG Student Pool.
- If a transfer student in grades 3-8 has been identified as AIG in Bladen County Schools returns to the district, that student's identification will not need to be reviewed but a new DEP will be created to align with the student's current data.
- If a transfer student in grades 3-8 has been identified as AIG in another school system, that student will be referred to the AIG Needs Determination Team. Bladen County Policy Code: 4155 will be reviewed to assist in the decision process.

*Teacher, parent, principal, and self referrals will be accepted by the AIG Needs Determination Team.

9-12 SCREENING SHOULD BE CONDUCTED AS FOLLOWS:

- Students scoring in the 85th percentile or higher on an acceptable achievement or aptitude test will be placed in the AIG Student Pool.
- Students scoring in the 85th percentile or higher on the PSAT, SAT, or ACT will be placed in the AIG Student Pool.
- If a transfer student in grades 9-12 has been identified as AIG in Bladen County Schools returns to the district that student's identification will not need to be reviewed but a new DEP will be created to align with the student's current data.
- If a transfer student in grades 9-12 has been identified as AIG in another school system, that student will be referred to the AIG Needs Determination Team. Bladen County Policy Code: 4155 will be reviewed to assist in the decision process.

*Teacher, parent, principal, and self referrals will be accepted by the AIG Needs Determination Team.

THE REFERRAL PROCESS

- All students, K-12 in Bladen County Schools, have the opportunity to be referred to the AIG Chairperson, an individual assigned at each school as the designated liaison between school and district.
- All referrals will be screened by the AIG Needs Determination team and further steps will be determined.

* **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 district uses multiple criteria for student identification including measures that reveal student aptitude, student achievement, and classroom performance in order to develop a comprehensive profile for students who are under consideration.

Criteria used for identification include the following:

1. Student Aptitude

2. Student Achievement

3. Classroom Grades

IDENTIFICATION and PLACEMENT

Students must meet screening criteria to be considered for identification and/or placement.

Grades K-2:

If testing is needed, the student will be referred for individual testing.

Standardized achievement test score of 99th percentile in Reading and/or Mathematics and an aptitude score of 99th percentile in the same area are required for placement.

Grades 3-12:

STEP 1: REVIEW AVAILABLE APTITUDE SCORES

Available aptitude test scores are reviewed. 85th percentile is required.

STEP 2: REVIEW AVAILABLE ACHIEVEMENT SCORES

Available standardized achievement assessments are reviewed. 85th percentile is required within the past two years.

STEP 3: REVIEW CLASSROOM PERFORMANCE

Student performance in the classroom is reviewed. 90th percentile is required.

At this point, a decision for differentiated services may be possible.

PATHWAY 1:

Intellectually Gifted (IG) Grades 3-12

- Student has a composite score of 96th percentile or higher on an approved aptitude test within two years.

PATHWAY 2:

Academically and Intellectually Gifted (AIG)

- 96th% Aptitude composite score
- 96% Achievement score within two years

PATHWAY 3:

Students are identified for services in Reading and/or Mathematics

- Academically Gifted in Reading only (AR)

- Academically Gifted in Mathematics only (AM)
- Academically Gifted in Reading and Mathematics (AG)

after meeting the following criteria in the same area:

1. 85% or above on standardized aptitude test
2. 85% or above on standardized achievement test within 2 years
3. 90% or above on classroom performance final year average in identified area

OR

1. 85% or above on 2 consecutive End of Grade/Course (EOG/EOC) or approved achievement tests (same content area)
2. 90% or above on classroom performance final year average in identified area.

Students identified as AG, AM, or AR by meeting the requirements in Pathway 3 in grades 6-8 will be cluster grouped at their middle school.

If a transfer student in grades 3-12 has been identified as AIG in Bladen County Schools returns to the district that student's identification will not need to be reviewed but a new DEP will be created to align with the student's current data.

If a transfer student in grades K-12 has been identified as AIG in another school system, that student will be referred to the AIG Needs Determination Team. Bladen County Policy Code: 4155 will be reviewed to assist in the decision process.

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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.

Bladen County Schools AIG is continuing to improve our screening, referral, and identification procedures to provide equity and excellence for all students, especially to traditionally underrepresented populations (African American and Hispanic as well as male students) aligned with the district's previous participation in Talent Unleashed on behalf of North Carolina Academically Gifted and Talented (NCAGT) with the support of the Z. Smith Reynolds Foundation by developing a nurturing/talent development program in grades K-8. Through our nurturing/talent development program, teachers can concentrate on identifying potential candidates who are culturally/ethnically diverse, economically disadvantaged, multilingual learners, highly gifted and twice-exceptional and collect data through mClass data, iReady (Math), and NC Check-ins. We also may use the Gifted Evaluation Scale, the Motivation Profile, and the interest survey to round out our criteria and to reach a broader scope of students during screening and used to refer students for further testing.

We will seek assistance from the Multilingual Learners' Staff and also the Exceptional Children's Department when identifying students to ensure equity in screening and identification.

As of the 2024 school year, the districts' population percentiles are as follows:

- 33% White
- 35% African American
- 24% Hispanic
- 6% Two or More
- 2% Native American/Alaskan Native
- <1% Asian
- <1% Native Hawaiian/Pacific Islander

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	<5%	6.30%	---	---	---	15.94%
Male	---	<5%	8.94%	---	---	---	11.72%
Total	---	<5%	7.65%	---	---	---	13.75%

Percent of Total AIG Students Identified as Dual Exceptionality

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* **Practice D**

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

The district ensures consistency in the implementation of screening, referral and identification by using the same criteria for all elementary, middle, and high schools. All referrals will be made to the Needs Determination Team at their respective schools, who will review data. If students meet the criteria or need additional testing, referrals are made to the AIG Coordinator and AIG Specialist. If additional testing is needed to determine identification and placement, the AIG Coordinator and/or AIG Specialist will administer all additional testing. All records will be housed in a central location under the supervision of the AIG Coordinator. In accordance with PowerSchool, we use five designations. They are as follows:

Academically Gifted in Reading - AR

Academically Gifted in Math - AM

Academically Gifted in Reading and Math - AG

Intellectually Gifted - IG (>96% Composite Aptitude)

Academically and Intellectually Gifted - AI (>96th% Composite Aptitude, >96th% Achievement, and >90% Grades in the same content area)

Students in grades 6-8 will be clustered into "Project Challenge" for middle school. Students who are in the AIG pool and/or have met the criteria below will be cluster grouped together in "Project Challenge" at their designated middle school and will receive a compacted curriculum for reading and math.

- 85% or above on standard aptitude test

- 85% or above on standard achievement test
- 90% or above on final year average in identified area

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

* Bladen County Schools provides a digital copy of the AIG plan on the district website.

* Each school has an AIG Chair who is the liaison between the district, school, parents/guardians, and community. The AIG Chair is the direct contact for each school and its parents/guardians and is available through email or scheduled meetings to discuss the processes in Bladen County.

* The district will implement an AIG Information Night in the fall. The AIG Coordinator and AIG Specialist will explain the screening, referral, and identification process. This meeting will be held in-person with a virtual option for school personnel, parents/guardians, students, and the community.

* Individual schools will showcase AIG student work at their fall and spring curriculum nights.

* A district AIG brochure will be created and provided to all schools to distribute at Open House for staff and parents/guardians and community describing the referral process, program details, and opportunities for students.

* The AIG Coordinator and AIG Specialist will create an informational video that can be shared on the district and school website sharing the information highlighted in the brochure provided to schools.

* The AIG Coordinator and AIG Specialist will have an AIG informational presentation for 8th graders to align their high school orientation.

* The AIG Coordinator and AIG Specialist will be present at the High School Open House to address any questions and/or concerns.

* **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.

The Bladen County AIG Program has established procedures and documentation that explain the identification and service options. The identification process is explained step-by-step in the Bladen County AIG Plan. The various service delivery options are explained to parents upon initial identification.

An AIG folder is created for each student in the AIG program. The folder contains the student's Differentiated Education Plan which documents the services being provided to the student, Student Identification and Placement form which includes the student’s assessment evidence that is used for identification, and the Permission to Test Form. The folder is presented to the AIG Chairperson at the student's school and a meeting is scheduled with the parents/guardians to discuss placement and services. This document is signed by the following: the principal, the guidance counselor, the AIG chairperson, a teacher, and the parents/guardians. The folder is returned to the Bladen County AIG office and is available to principals, teachers, and parents/guardians upon request.

*** 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.

The Bladen County AIG program will maintain this practice through our written plan that defines the identification process. The Differentiated Education Plan (DEP) developed for each student will define the instructional services to meet the needs of that student. This will be reviewed annually to ensure an effective program, continuum of services, and school transitions. Parent/guardians of AIG identified students will be invited to meet with the AIG Needs Determination Team, which includes the school AIG chair, guidance counselor, grade level teacher, the AIG Coordinator, and AIG Specialist, to develop a Differentiated Education Plan that meets the needs of the student. DEPs are updated and reviewed annually or when program changes are needed for the student with parents/guardians to ensure that effective programs and services are continued. A new DEP is developed as needed.

*** Ideas for Strengthening the Standard**

* Provide up-to-date information on the district website on AIG identification and services.

* Collaborate with Exceptional Children's and Multi-Lingual Education department on screening, identifying, and eliminating communication barriers.

* Create a FAQs section on the district website.

Planned Sources of Evidence

*	School faculty meeting minutes
*	AIG chair training/meeting minutes
*	Bladen County Schools website
*	School handbooks
*	Parent meeting minutes
*	District AIG plan

Documents

Type	Document Template	Document/Link

AIG Standard 1 Additional Resources	N/A

Standard 2: Comprehensive Programming within a Total School Community

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

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

The Bladen County Schools AIG program delivers an AIG program with comprehensive services that address the needs of gifted learners across all grade levels and learning environments and are aligned to a student's AIG identification in the following ways:

1) Identify the academic and intellectual needs of students in grades K-12.

2) Utilize the AIG website to post information from the AIG plan.

3) Provide information relating to the academic, intellectual, social, and emotional needs of students in grades K-12.

4) Incorporate topics that address social and emotional concerns into lesson plans.

5) Collaborate with guidance counselors and behavior specialists to provide one-on-one social/emotional meetings with AIG identified students. The AIG coordinator collaborates with the high school guidance counselors to review and process Early Career and College Promise (CCP) applications.

6) In K-8, identified students have access to resource support, learning centers with content enrichment, computer-based instruction on an advanced level, thematic units, integrated units, differentiated units, and independent contracts at the teacher's discretion. Based on defined levels of performance, curriculum compacting, individual programs, or independent study may be provided.

Specifically in K-5, several service delivery options are offered. These include heterogeneous grouping and flexible grouping within the classrooms. The AIG Coordinator and AIG Specialist provide enrichment services for the K-4 Nurturing Groups and identified students. Nurturing group activities have a strong focus on social/emotional needs of gifted students as well as align with student strengths. Classroom teachers are to utilize the student's DEP to align differentiation in their lessons to the student's identification area(s). Subject acceleration, cross-age grouping, and grade acceleration are also options that may be accessed.

Specifically in 6-8, identified students have access to resource support (AIG Coordinator and AIG Specialist provide support services through consultation as needed), technology-based instruction on an advanced level, Project-Based Learning, integrated units, differentiated units, tiered assignments, and seminars at the teacher's discretion. Classroom teachers are to utilize the student's DEP to align differentiation in their lessons to the student's identification area(s). Subject acceleration and grade acceleration are also options that may be utilized.

Identified students in grades 6-8 are clustered together in a group referred to as "Project Challenge". Most teachers in our middle schools have received the local district AIG endorsement. As new hires are added, opportunities for the local endorsement professional development will be offered. Students clustered

"Project Challenge" will have opportunities to take a variety of elective courses. In addition, "Project Challenge" students will be offered Math I and English I credit and the option to obtain Earth/Environmental or World History credit through NC Virtual Public Schools (NCVPS).

7) On the High School level, students have access to honors courses, English and math courses with AIG clustering, Advanced Placement courses, online courses, concurrent enrollment in college, and early college admission. AIG identified students in both areas, Reading and Mathematics, are provided the opportunity to apply for Early Career and College Promise (CCP).

Students identified as AIG and/or participate in the nurturing program at the primary and middle schools are annually reviewed by the AIG Coordinator and AIG Specialist to determine if the current DEP is effective for the student and the services being provided are meeting the students' needs. Communication, either verbal or written, with classroom teachers, guidance counselors, school administration, academic coaches*, ML staff, and EC staff are scheduled throughout the year to monitor student progress and to address concerns. Parents/guardians are contacted by school and/or AIG personnel when progress or concerns arise. Progress monitoring meetings are also scheduled, if necessary.

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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.

The AIG Program will ensure collaboration to address the social and emotional needs of AIG students by:

1) Participating in professional development opportunities with guidance counselors that are related to the social and emotional needs of AIG students.

2) Preparing and utilizing specific lesson plans, using NCDPI AIG Learning Labs and Problem Based Learning, and methods of instruction with teachers directed to address the unique needs of gifted students including bibliotherapy. The AIG Coordinator and AIG Specialist will include thematic units such as "What it means to be gifted?", "Perfectionism", and "How to be successful?" within the AIG and/or Nurturing group resource classes.

3) Developing surveys as needed to accurately identify and address the needs of the AIG students and providing the data to the appropriate district leadership.

4) The AIG Coordinator and AIG Specialist work under the Executive Director of Inclusive Education Services and regularly meet with the Academic Department to discuss professional development options for staff regarding social and emotional needs of the gifted learner.

5) An AIG personnel member serves on the district Multi-Tiered System of Supports (MTSS) committee.

6) An AIG support team will be established at each school including school administrators, counselors, AIG specialist, classroom teachers, and any other individuals who are in direct contact with the student.

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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.

Students are presented with grade appropriate materials mandated by the NC Standard Course of Study. Classroom teachers are held responsible for accelerating and enriching the curriculum to provide differentiation opportunities and to increase the rigor and challenge of the basic standards. The district strives to improve the amount and quality of collaborative planning to ensure the AIG programs and services continue to connect to the total instructional program. The school chairperson is responsible for informing the regular education teachers of AIG students in their classrooms. All teachers who work with AIG students should plan for rigor and challenge to meet these students' needs.

A member of the AIG Department is included in the district Curriculum and Instruction meetings which directly impacts decisions made for all areas of the LEA. The AIG Coordinator and AIG Specialist will communicate with the school administrators and AIG chairpersons regularly to discuss student needs, best practices, and annual updates.

Several AIG Chairpersons serve on their school committees and teams to ensure the needs of AIG students are represented throughout the district.

The AIG Coordinator serves on the District Strategic Planning Committee. As an integral member of the Instructional Excellence and Alignment sub-committee, the AIG Coordinator gathers input from multiple stakeholders and also provides clarity on AIG Program standards.

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

In grades K-8, principals are highly encouraged to cluster the gifted students and when possible place them with an AIG certified teacher.

In high school, AIG students are clustered in honors, Advanced Placement, online and Dual Enrollment courses.

School personnel will follow these procedures for intentional, flexible grouping practices for AIG identified students and other students with advanced learning needs:

All AIG identified students will be placed in one cluster class per grade level (not to exceed state guidelines). If the AIG population exceeds state guidelines for class size, then a second or third cluster class can be formed to accommodate the need. AIG students will be dispersed equally among the cluster classes. Cluster class size should be able to accommodate newly identified students. This intentional, flexible grouping practice will focus on the students' identification areas for placement for both identified students and advanced learners.

If a school has a small population of AIG identified students, the school will cluster all AIG students together in one class by grade level. AIG identified students and advanced learners will receive acceleration for their academic identification area through differentiation in the classroom.

Annual and bi-annual data analysis will be conducted to review student achievement and academic progress. This data will be used to create flexible and cluster grouping of students and to inform classroom teachers of students who need acceleration and/or enrichment in the classroom setting.

Schools will follow this same recommendation for students with advanced learning needs who are not identified.

The AIG Specialist is a member of the district MTSS committee and is able to discuss the needs of gifted learners at all schools and provide insight and recommendations for groupings and instructional practices for students.

* **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.

All AIG information will be dispersed through either quarterly AIG Chair meetings and/or newsletters. This information will included updates, guidelines, regulations, placement options, differentiated instruction ideas, and current research based supplemental resources. This information will be shared with all regular education teachers to keep them informed of the identified AIG and advanced learners in their school. Teachers and administrators will also be informed through staff development, meetings, emails, and the Bladen County Schools website. The AIG Coordinator will develop a pamphlet to provide all LEA staff members access to the AIG information in one single document.

Teachers, administrators, and school staff will participate in the DEP meeting, in which the AIG Chairperson will share AIG services for the gifted student.

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

The Bladen County AIG program communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points (5th grade and 9th grade). Records are transferred as necessary in June of each transition year so that adequate review and changes can be made. At the beginning of each school year, the AIG Coordinator will review the list of all AIG students with each principal and AIG chairperson at every school. This information is shared with the cluster classroom teachers in order for appropriate planning. The AIG Coordinator and AIG Specialist will be available for planning to provide a smooth transition and continuation of programs, projects, and services. In addition, guidance counselors at the middle and high schools are utilized during the high school transition by assisting students with selecting the courses aligning to their academic needs.

* **Practice G**
Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, dual enrollment, subject and/or grade acceleration.

When noted through aptitude, achievement, or performance that a student needs accelerative instruction or placement options, the regular education teacher, the AIG Needs Determination Team, and guidance counselor will review work samples and data.

A student in grades K-8 who scores 98th or 99th percentile in all three areas of aptitude, achievement, or performance will be considered for grade advancement, if requested by parents/guardians.

HB986 addresses that districts must provide students with an advanced mathematics course if the student scores a Level 5 on the End-of-Grade and End-of-Course Mathematics test. Students scoring a Level 5 on an mathematics EOG or EOC will be placed in an advanced mathematics course the following school year.

Students who are clustered in "Project Challenge" will receive an compacted math and ELA curriculum in 6th and 7th grade and given the opportunity to take Math I and English I, both high courses, in 8th grade.

Credit by Demonstrated Mastery (CDM): Every student deserves a high-quality education, and the Credit by Demonstrated Mastery policy ensures that every student has the opportunity for the most rigorous and appropriate course of study based on academic progress and need. Access to the Credit by Demonstrated Mastery process is open to all NC public school students high school courses in grades 9-12 and those high school courses offered in middle school. Districts and schools should neither limit CDM to certain students nor exclude any student who wants to pursue this pathway. For non-EOC high school courses, students must take a local examination developed or selected by the district or school. Examinations shall be based upon the North Carolina Standard Course of Study for these courses and should be cumulative in nature where a qualifying score demonstrates mastery of the entire course. The number of questions included on the exam for each standard should be representative of the standard’s relative weight within the course. While the Phase I assessment process establishes a student’s strong foundational understanding of the course standards, the Phase II artifact development process establishes a student’s ability to apply knowledge in a meaningful context to establish clearly that s/he should be awarded course credit. For all EOC and non-EOC courses, students are expected to create an artifact that demonstrates their deep understanding of the content standards, and their ability to apply the skills and knowledge expected for the course. Artifacts may be of any type, ranging from three-dimensional to paper-based to electronic to oral interviews. Student Credit will be

earned if both phases of the project are completed successfully. Students will earn a Pass/Fail for this course that will not affect their GPA. Each course will earn them one unit of credit. Students should contact guidance counselors if they are interested in completing the Credit by Demonstrated Mastery (CDM) process. This process will be completed in addition to their regular course load of 4 classes.

Students, in grades 9 and 10, who are identified as AIG in both areas of reading and mathematics can apply for early admittance into the Career and College Promise Dual Enrollment program, which meets the legislative policy #1D SBCCC 400.11.
Early Career and College Promise Process:

* Verification of AIG Status and Completion of Program Application—AIG Coordinator
* Verification of College Readiness– Approved Diagnostic Assessment Test--AIG Coordinator
*.Verification of Advisement with School Counselor
* Review of Application and Verification of Maturity by Principal to Participate in Program
* Final Review of Application for Admission to BCC—AIG Coordinator
* Approval of BCS District Representative to Enroll
* College Advisement for Registration--BCC Representative
* Approval of BCC Vice-President to Enroll

* Course Approvals for Registration– HS
* Student Registered for Classes—BCC

AIG and advanced learners in grades 11 and 12 can take Career and College Promise courses through Dual Enrollment at the local community college. Career & College Promise (CCP) provides seamless dual enrollment educational opportunities for eligible NC high school students in order to accelerate completion of college certificates, diplomas, and associate degrees that lead to college transfer or provide entry-level job skills. CCP pathways offer students rigorous and relevant coursework designed to engage their interests and help them achieve educational and career goals. In order to be eligible, in addition to other criteria established by institutions of higher education, a student must be a high school junior or senior. CCP students must adhere to all regulations, including attendance at both institutions. Students who successfully complete college courses earn college credit they can take with them after graduation. In some cases, students can also earn dual credit - meeting high school graduation requirements with college courses. Students will receive 1 added quality point on the high school transcript for college courses in the College Transfer Pathway. All other college courses will receive no added quality points. Students interested in participating in the CCP program should contact their school counselor for application procedures. Once a student is registered for the program, they must submit a copy of their CCP schedule to the high school. Participants are not to drop CCP classes without permission from their high school principal.

Additional Program implementation may include the following:

1) Resource Support

2) Curriculum Compacting

3) Cross Grade Level Grouping

4) Independent Study

5) Differentiated Learning

6) Seminars

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

Our younger students, who are potential AIG students, are clustered with an AIG certified teacher when possible. Teachers use tools such as iReady (reading and mathematics) along with interest centers, learning styles, tiered assignments, and independent study to provide a differentiated curriculum. Students in grades K-3 will receive small group instruction and interaction from an AIG certified teacher. These students receive the PETS curriculum as well as STEAM opportunities.

Professional development with our K-3 teachers to provide input on talent development, gifted traits, and activities to tap into students' strengths will be provided by the AIG Coordinator and AIG specialist.

Through the district's participation in Talent Unleashed, we understand the importance of recognizing the potential of K-3 students and providing them with early intervention and talent development opportunities. The AIG Coordinator and AIG Specialist serve these students weekly with intervention/enrichment pull-out services using the PETS curriculum, STEAM projects, and PBL projects. Students are selected through a variety data points including BOY data, classroom observations, and/or teacher/principal recommendations. These groups can be modified as data is collected throughout the year. While the Coordinator and Specialist are on each school's campus, they are available to meet with teachers to discuss curriculum and student needs.

* **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.

Bladen County Schools continually seek opportunities to serve the underrepresented population of gifted learners. At present, our district's AIG plan is designed to implement differentiated instruction in Reading and/or Mathematics. It is the intent of Bladen County Schools to provide differentiated services to all gifted learners in additional content areas or through mentorships, independent studies, and collaboration when various resources are available. Our student membership includes culturally/ethnically diverse students along with Multilingual learners, highly gifted, and twice-exceptional students. The identification process for AIG students in Bladen County involves multiple indicators of giftedness. The AIG Coordinator and AIG Specialist will work with the K-8 teachers to select underrepresented students to work with in our nurturing program and with 9-12 teachers for talent development and potential honors courses. Data will be collected on screening and placement to review by the AIG Department. The AIG program utilizes both verbal-based and non-verbal based aptitude tests in order to circumvent language barriers. In addition, potential curriculum extensions will be investigated to support underrepresented populations.

Our district continues talent development for our 4th and 5th grade students, which includes both identified and advanced learners. Once students reach middle school, our district clusters students through a variety of data points into "Project Challenge". This group of students are provided advanced learning opportunities, which includes frontloading, for our grades 4-12 students.

In our district professional development on AIG students and services, frontloading is one of the strategies that is focused upon for our teachers.

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

Bladen County Schools strongly encourages our schools to provide extracurricular programs and events that enhance the AIG program and meet the needs and interests of AIG students. The district will continue to offer these activities with the goal of increased participation of our students. AIG students need extensions of the curriculum and other activities to enrich their learning. Extracurricular activities provide opportunities for teachers to meet the interests and needs of the gifted learner. Some of the programs and events are:

K-2

- Home enrichment resources
- Poster Contests (Soil and Water, Bus Safety, etc.)
- Duke Energy Night

3-8

- Poster Contests (Soil and Water, Bus Safety, etc.)
- Writing contests and competitions (Soil and Water, DAR, etc.)
- Spelling Bee
- Battle of the Books
- Science Olympiad
- Envirothon
- Academic Clubs and Organizations
- Community Service Projects

9-12

- NC Governor's School
- NC School of Math and Science
- Community Service Projects
- Bladen Community College Writing Project Contest, “The Ink Quill”
- Science Olympiad
- Academic Clubs and Organizations

*** Ideas for Strengthening the Standard**

* Consider service options for AIG students, including an AIG self directed opportunity for students who have an interest in a specific area.

* Create an AIG pamphlet for all staff. This book will contain an overview of key information about the plan and the gifted learners. It will be shared at the beginning of each school year.

* Create a flowchart of program offerings by grade span.

*.Develop a plan to address the needs of the those who will benefit from acceleration.

Planned Sources of Evidence

*	Lesson plans
*	AIG website
*	DEPs
*	Identification and placement records

*	Service options
*	Project Challenge
*	Cluster groups
*	Letters
*	Rosters
*	Agendas
*	AIG Needs Determination Team
*	Bladen County AIG Leadership Team
*	AIG folders are housed at the AIG office and reviewed by the AIG Coordinator and AIG Specialist.

Documents

Type	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	

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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 by differentiating curriculum and instruction, including enrichment, extension, and acceleration strategies.

Bladen County Schools ensures that lesson plans are aligned with the NC Standard Course of Study (NCSCOS), including clear goals and objectives for each subject area. To address a range of advanced ability levels in language arts, mathematics, and other content areas, teachers employ a variety of differentiation strategies, including enrichment, extension, and acceleration. These strategies are implemented through tiered assignments, content acceleration, advanced coursework, curriculum compacting, independent study, and special projects. AIG students benefit from flexible grouping, cluster grouping, honors courses, Advanced Placement (AP) courses, dual enrollment courses, and specialized programs such as the nurturing program. The AIG Coordinator and AIG Specialist collaborate with teachers to plan and implement differentiated instruction and may also 'push' into classrooms to support instruction.

- K-2:
  PETS curriculum (an approved curriculum for gifted education)
  K-12 Advanced Learning Labs

- Grades 3-5:
  PETS 3 curriculum
  integrated curriculum units
  AIG Booster Shots
  K-12 Advanced Learning Labs.

- Grades 6-8:
  Accelerated math (including Math I for 8th grade)
  Accelerated ELA (including English I for 8th grade)
  K-12 Advanced Learning Labs
  NC Virtual Public Schools (NCVPS) online courses.

- Grades 9-12:
  Honors courses
  AP courses
  NCVPS online courses
  Dual Enrollment
  Early College
  K-12 Advanced Learning Labs

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

Gifted students display a wide range of needs. To address this, Bladen County Schools use many different practices including a variety of research-based strategies, cluster grouping, and effective non-instructional practices. Practices and enrichment activities that are used by our teachers include the following:

1) Cooperative learning- organizing classroom academic activities into social learning experiences.

2) Technology- Bladen County Schools is 1:1. This allows students access to a variety of instructional practices.

3) Seminars- formal discussions based on a text that are led with open-ended questions.

4) Multiple intelligences- teachers differentiate lessons to meet the variety of learning styles in the classroom.

5) Independent studies- students are guided by a teacher but do not attend classes with other students daily.

6) Field trips

7) Community projects

8) Contests

9) Competitions

10) Guest speakers

11) Project-based learning- students explore real-world problems that extend over a period of time.

12) Problem-based learning- students learn about subject matter by solving open-ended problems.

13) STEAM activities- Science, Technology, Engineering, Arts, Mathematics integrated lessons which require students to be hands-on and problem solve.

Bladen County offers a unique service delivery model to students in grades 6-8. All identified gifted students in these grades as well as advanced learners will be in "Project Challenge". "Project Challenge" students will attend classes together for the four core courses of English/Language Arts, Mathematics, Science, and Social Studies. This is an ambitious and demanding program that offers advanced curriculum to middle school students including Math I and English I. Middle School teachers are encouraged to have at minimum the Bladen County AIG local endorsement and to actively seek AIG certification.

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

Our goal is to extend and expand the existing programs including honors and Advanced Placement courses. Practices and enrichment activities that are used by our teachers include but are not limited to:

1) AIG Booster Shots

2) Writing resources

3) Kids into Thinking

4) Explorers

5) Sharpen your Thinking

6) Student engagement

7) 1:1 Chromebooks

8) Project based learning

9) Problem based learning

10) SchoolNet Formative Assessments

11) Governor's School

12) NC Virtual High School courses

13) NC School of Science and Math

14) STEM

Specifically, for each grade span:

K-2

- PETS which is an approved curriculum designed for gifted education.
- K-12 Advanced Learning Labs

Grades 3-5

- Hoagies Gifted website
- NCDPI AIG resources (Booster Shots)
- K-12 Advanced Learning Labs

Grades 6-8

- iReady
- K-12 Advanced Learning Labs

Grades 9-12

- AP Central: College Board resources
- CFNC Resources

- K-12 Advanced Learning Labs

Regular classroom and AIG certified teachers will employ challenging, rigorous, and relevant curriculum by implementing research based practices and strategies into their lesson plans by:

1. Differentiated Instruction: Teachers will offer tiered assignments, where students can choose the level of difficulty based on their readiness, or enrichment activities that extend beyond the standard curriculum.

2. Advanced Technology Tools: Teachers will utilize tools such as Khan Academy and Edmodo which offer interactive lessons, challenge problems, and higher-level content. AIG students will benefit from these because they provide both depth and flexibility in learning.

3. Project-Based Learning (PBL): PBL encourages students to work on real-world challenges, fostering critical thinking, creativity, and collaboration. Teachers can use this type of learning to engage their gifted students, who thrive when given complex, open-ended problems.

4. Acceleration and Enrichment: Resources that allow AIG students to advance faster in subjects of strength or explore new areas of interest can be beneficial. Teachers will provide opportunities for students to read advanced texts, complete independent studies, and even summer opportunities for enrichment.

5. Mindfulness and Social-Emotional Learning (SEL): AIG students can experience pressure to perform at high levels, which may impact their emotional well-being. SEL resources such as mindfulness exercises, discussions about emotional intelligence, and strategies for stress management help students balance academic excellence with personal development.

6. Collaborative Learning Opportunities: Encouraging AIG students to collaborate with peers, both within and outside of their age group, helps stimulate intellectual growth.

7. Critical Thinking and Problem-Solving Tools: Offering puzzles, logic games, and debate formats encourages AIG students to develop critical thinking and problem-solving skills.

8. Real-World Connections and Guest Speakers: Bringing experts in different fields to speak with students or creating opportunities for virtual tours and hands-on experiences can help AIG students connect their learning with real-world applications.

By combining these evidence-based strategies and resources, educators can create a stimulating and challenging learning environment that supports the growth and development of AIG students.

Resources shared with our district through our participation in Talent Unleashed, which include Achieving Equity in Gifted Programming, Dismantling Barriers and Tapping Potential by April Wells, Problem-Based Learning in Your Classroom by Dr. Shelagh Gallagher, and The Cluster Grouping Handbook by Dr. Dina Brulles and Susan Winebrenner, will be available and used to construct our professional development with our stakeholders.

* **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.

The Bladen County Schools AIG program is strategically designed to cultivate a wide range of future-ready skills that are crucial for students' academic and personal growth. Below, each component of the program shows how it fosters the development of critical thinking, communication, collaboration, creativity, curiosity, and leadership:

1) Administer a Variety of Assessments (Standardized, Summative, Formative, Non-Traditional, Computer-Based)

The varied assessments challenge students to think deeply and creatively, helping them adapt to a range of learning environments and expectations in the future.

- Critical Thinking: Students are encouraged to analyze and synthesize different forms of data and feedback, which challenges them to evaluate their learning critically.
- Communication: By using diverse assessment methods, students must articulate their understanding of content in various formats, honing both written and verbal communication skills.
- Curiosity: Exposure to multiple types of assessments and learning styles encourages students to explore different ways of demonstrating their knowledge and finding answers.

2) Allow Students Flexibility in Assessment Opportunities (Student Products/Projects, Independent Study Projects, Portfolios, Creative Products)
The ability to choose how they demonstrate their learning allows students to develop their individual strengths, which enhances their problem-solving skills and prepares them for real-world challenges.

- Creativity: Providing flexibility allows students to showcase their knowledge in innovative and personalized ways, fostering creativity through independent work and choice.
- Collaboration: When working on projects and portfolios, students often collaborate with peers, sharing ideas and refining their work through collective input.
- Curiosity: Independent study projects encourage students to pursue topics of personal interest, fueling their natural curiosity and motivation to learn.

3) Monitor Student Progress in Global, Civic, Economic, and Health Awareness via Research, Socratic Seminars, Cooperative Projects, Debate Teams, and Community-Service Activities

These activities help students become informed, responsible global citizens with the ability to navigate diverse social, economic, and political issues, all while honing essential interpersonal and leadership skills.

- Critical Thinking: Engaging in Socratic seminars and debates encourages students to think critically about complex global and civic issues, analyze multiple perspectives, and develop reasoned arguments.
- Communication: Debating, presenting research, and engaging in cooperative projects require students to clearly communicate their ideas and listen actively to others.
- Collaboration: Group activities like community service and cooperative projects help students develop teamwork skills, working with others to achieve common goals.
- Leadership: Leading or participating in debates or community-service activities gives students a chance to practice leadership in real-world contexts.

4) Encourage Real-World Learning Through Internships, Course Selections, Mentorships, and Community Involvement

These experiences provide a bridge between theoretical learning and real-world application, equipping students with the practical skills and work ethic necessary for success in the future.

- Critical Thinking: Real-world learning experiences challenge students to apply academic knowledge to practical scenarios, which builds their problem-solving and decision-making skills.
- Communication: Internships, mentorships, and community involvement often require students to interact with professionals and community members, which helps them refine their communication skills in diverse settings.
- Leadership: Taking on roles in internships or community projects fosters leadership by providing students with opportunities to lead and make decisions in real-world contexts.
- Curiosity: Students are encouraged to explore different career paths and community issues, fueling their curiosity about the world beyond the classroom.

5) Promote Personal Empowerment Through Experiences that Promote Leadership Roles and Qualities Such as Sound Ethics, Accountability, Adaptability, Productivity, Responsibility, People Skills, Self-Direction, and Social Responsibility

These empowering experiences help students build the personal and social qualities that are key for success in both academic and professional environments, equipping them to become well-rounded, responsible leaders.

- Leadership: By taking on leadership roles, students are able to model and practice essential leadership qualities such as decision-making, accountability, and adaptability.
- Collaboration: Leadership often involves collaborating with others, whether it's in group projects, community activities, or team-based initiatives, helping students refine their ability to work well with others.
- Communication: Effective leaders must communicate clearly and persuasively, and these experiences help students develop those skills.
- Curiosity: Leadership roles often push students to think creatively and explore new solutions to challenges, enhancing their curiosity and innovation.

6) Advise Students Through the Involvement of an NC State Advisor Corp Representative
Advisors provide personalized support that encourages students to think critically about their future, communicate effectively, and explore opportunities that align with their interests and strengths.

- Critical Thinking: Advisors help students consider their future paths, guiding them in making thoughtful decisions about their education and career.
- Communication: Students develop their communication skills as they work with advisors to express their goals, concerns, and aspirations.
- Curiosity: By providing insight into different opportunities, advisors stimulate students' curiosity about higher education, career paths, and future goals.

7) Collaboration Between Classroom Teachers to Create Units That Promote Future-Ready Skills
Interdisciplinary collaboration helps students connect ideas and develop well-rounded skills, preparing them for future academic and professional environments where teamwork, communication, and creativity are essential.

- Critical Thinking: Collaborative units encourage students to engage in complex problem-solving activities that require critical thinking across multiple disciplines.
- Collaboration: By working on projects that involve multiple teachers and subject areas, students learn how to collaborate effectively across different content areas and with different teaching styles.
- Communication: Cross-curricular projects often require students to present and explain their findings, which improves their ability to communicate across various formats and audiences.
- Creativity: Collaborative units often provide opportunities for students to think creatively by approaching problems from different disciplinary perspectives.

The Bladen County Schools AIG program fosters critical thinking, communication, collaboration, creativity, curiosity, and leadership by providing diverse and engaging learning opportunities. From assessment flexibility to real-world learning experiences, each component of the program is designed to equip students with the skills they need to thrive in a rapidly evolving global landscape. By emphasizing a holistic approach to student development, the program ensures that AIG students are prepared to be leaders and innovators in their communities and beyond.

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

The Bladen County Schools AIG program utilizes ongoing formative and summative assessments, including student-directed conferences, portfolio assessments, questioning, benchmark testing, quizzes, tests, projects, classwork, and interviews, to continuously monitor student progress. Based on the data gathered from these assessments (e.g., iReady, mClass, NC Check-ins), teachers differentiate curriculum and instruction to meet the diverse needs, interests, and backgrounds of gifted learners. This data also informs flexible grouping practices, ensuring that students are appropriately clustered for maximum engagement and growth. Academic coaches collaborate closely with the AIG Coordinator and Specialist to disaggregate assessment data and implement effective instructional strategies for AIG and advanced learners. AIG Cluster teachers, High School Honors teachers, and Advanced Placement teachers also work collaboratively to ensure the consistent use of best practices.

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

The AIG program ensures collaboration among AIG personnel and other professional staff to develop and implement differentiated curriculum and instruction through serving on the MTSS committee. District Strategic Planning Committee, and attending the district Curriculum and Instruction meetings to develop and modify the curriculum provided to gifted students. These meetings are driven by data provided through a variety of sources from each school. Additionally, AIG personnel attend district PLC meetings that include classroom teachers, counselors, Exceptional Children's teachers, and media specialists. Conferences, meetings, and in-service training will allow collaboration among AIG personnel and other professional staff. This collaborative effort results in curriculum and instructional planning throughout our district which is implemented by classroom teachers and then monitored by the district's instructional facilitators.

*** Ideas for Strengthening the Standard**

* Increase participation of teachers attending NCAGT and other conferences to gather materials and new research-based resources to support gifted programming.

* Improve the AP program and ensure access to and success within other advanced programs.

* Create and require teachers to participate in professional development courses related to AIG.

Planned Sources of Evidence

* Lesson plans
* Classroom observations
* Teacher evaluations
* Professional development courses
* DEPs
* Cluster groups
* Counseling sessions
* Pull-out program
* PETs
* Variety of assessments

*	Benchmark scores
*	Grades
*	Data
*	Parent conferences
*	Parent/student feedback

Documents

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

Bladen County Schools (090) 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.

Bladen County Schools employs an AIG-licensed educator as AIG Coordinator who develops, implements, revises, and monitors the local AIG plan and program. In addition, the AIG Coordinator also:

1) Oversees actual implementation of Bladen County's Gifted Program

2) Directs county-wide assessment of students for identification

3) Coordinates testing at various levels

4) Oversees material selection

5) Coordinates staff development

6) Consults with teachers and administrators

7) Serves on the District Needs Determination Team

8) Oversees DEP meetings

9) Evaluates the effectiveness and appropriateness of Bladen County's gifted program

10) Serves as support specialist

11) Guides AIG activities

12) Serves students in assigned schools

13) Serves as a liaison between the district and Bladen Community College in regards to the College and Career Promise student nominations, referrals, and documentation.

13) Coordinates AIG chair activities and training

14) Attends state, district, and regional meetings

* **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.

In addition to Bladen County Schools employing an AIG Coordinator, we also employ an AIG Specialist. Both individuals strive to ensure that the academic, intellectual, social, and emotional needs of our gifted learners are met through our AIG and general education staff. The AIG Curriculum Specialist also:

1) Reviews and provides feedback on the local AIG plan

2) Serves on District Needs Determination Team

3) Assists in DEP meetings

4) Serves as support specialists

5) Serves students in assigned schools

6) Consults with administrators and teachers

7) Attends district meetings

All teachers are responsible for providing differentiated instruction to their AIG students and students identified in the talent development program.

We also have an AIG chairperson at each school whose responsibilities include:

1) Provide support to teachers with curriculum and instructional planning.

2) Collect Gifted Evaluation Scale and Motivation Profile as needed.

3) Carry out the signing of the DEP.

4) Participate in program evaluation.

5) Coordinate testing at various levels.

6) Finalize gifted paperwork for placement.

* **Practice C**
Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators.

The AIG Coordinator and AIG Specialist establish specific and appropriate professional development opportunities to ensure the intentional and effective implementation of AIG services across the district.

Professional Development for School AIG Chairs and Administrators:
The AIG Coordinator and AIG Specialist will provide targeted training sessions for school AIG chairs and Administrators to equip them with the knowledge and

tools needed to support AIG students effectively. These training sessions cover essential topics such as:

1) Identification Requirements and Processes: School leaders will receive in-depth training on the criteria for identifying AIG students, the identification process, and the procedures for referrals. This ensures a thorough and consistent approach across the district in recognizing gifted learners.

2) Effective Instructional Practices for AIG Students: Instructional leaders will receive professional development on best practices for teaching AIG students, including differentiation strategies, curriculum compacting, enrichment activities, and providing academic challenges that cater to students' advanced abilities.

3) Collaboration with Administration and Guidance Counselors: AIG chairs and instructional leaders will be trained on how to collaborate with school administrators and guidance counselors to create a supportive learning environment that nurtures gifted students' academic and socio-emotional growth.

These training sessions are then cascaded to teachers, administration, and guidance counselors at each school, ensuring that all stakeholders have a shared understanding of AIG services and best practices for supporting gifted students.

Professional Development for Classroom Teachers:
To continuously support and improve instructional practices, the AIG Coordinator and AIG Specialist encourage classroom teachers to participate in professional development opportunities that focus on gifted education. Specifically:

1) University-Based Curriculum Offerings: Teachers are encouraged to take advantage of the specialized curriculum and certification programs offered by local universities, including UNC-P, UNC-C, UNCW, and East Carolina University. These universities offer courses designed to deepen teachers' understanding of gifted education.

2) AIG Certification: Teachers seeking AIG certification will be supported in completing the four required courses, providing them with the expertise to address the specific needs of gifted learners in the classroom.

3) District-Wide Professional Development:

In addition to university-based courses, the district fosters collaboration among administrators, teachers, and other staff through a variety of professional development initiatives:

* Annual NCAGT Conference: The AIG Coordinator and AIG Specialist attend the North Carolina Association for Gifted and Talented (NCAGT) Conference to stay updated on the latest trends and best practices in gifted education. They will also encourage school administrators, district leaders, and classroom teachers to attend the conference to further their understanding of AIG services and strategies.

*Grant-Funded Opportunities: The district will also explore other grant-funded professional development opportunities that can support the professional growth of educators in serving AIG students.

These opportunities will focus on improving instructional strategies, identifying best practices, and ensuring that gifted learners receive the attention and challenge they need to excel.
Ongoing Support and Collaboration:

* Professional development does not end with one-time training sessions. The AIG Coordinator and AIG Specialist will provide ongoing support through:
    * Coaching and Collaborative Planning: Teachers will have access to coaching sessions where the AIG Coordinator and AIG Specialist collaborate with them to plan differentiated curriculum and instructional strategies that cater to the diverse needs of AIG students.

    * Regular Follow-up and Feedback: Regular check-ins will be held with AIG chairs, instructional leaders, and classroom teachers to discuss student progress, share insights, and ensure that instructional practices remain aligned with best practices for gifted education.

This comprehensive approach to professional development ensures that all stakeholders—teachers, school leaders, and district administrators—are well-equipped to implement AIG services effectively and consistently, leading to more intentional and impactful support for gifted learners across Bladen County Schools.

* **Practice D**
Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.

Bladen County Schools strives to ensure that all principals and teachers are trained to understand the characteristics of gifted learners and are able to meet the academic needs of gifted learners. When possible, principals cluster the AIG students at their schools in the classrooms of AIG certified teachers, licensed through NCDPI or have received the LEA AIG Local endorsement, or teachers working toward certification. Teachers interested in working with AIG students are encouraged to seek AIG certification.

Bladen County Schools AIG Local Endorsement:
Teachers who are teaching AIG students are strongly encouraged to take our Local Endorsement professional development course. The PD, led by the AIG Coordinator and AIG Specialist, is held over the summer, and teachers are provided a stipend for attending. After attending this PD, teachers are encouraged to take the Praxis for AIG certification. The district offers to reimburse individuals for passing the AIG Praxis.

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

Bladen County Schools develops intentional strategies to recruit and retain AIG-licensed professionals, providing high-quality instruction for gifted learners and promoting diversity in our staff.

Recruitment and Support for AIG-Licensed Teachers:
Bladen County actively encourages and supports teachers in obtaining their AIG licensure by offering a variety of incentives and professional development opportunities. These strategies include:

* Incentives for AIG Certification: Teachers who obtain their AIG certification receive incentives through recognition and financial support. Bladen County also offers incentives to teachers who complete at least two of the four required courses for AIG certification or who participate in district-sponsored AIG Local Endorsement professional development.

Praxis Certification Promotion: The district promotes and supports teachers in taking the Praxis exam for AIG certification. Teachers who successfully complete the certification process will be recognized and rewarded with financial support for exam costs.

* Ongoing Professional Development: To retain AIG-licensed professionals, the district provides ongoing professional development tailored to AIG-certified teachers, ensuring that they stay updated on best practices for gifted education. This includes access to district AIG professional development sessions, participation in workshops, and attendance at conferences like the NCAGT conference.

Retention of AIG-licensed Staff and Support for Diverse Backgrounds:
Bladen County understands the importance of retaining AIG-licensed professionals and fostering a diverse workforce to better serve all students. In addition to recruitment incentives, we employ several strategies to support retention, including:

* Mentorship and Coaching: AIG-licensed teachers will receive mentorship and coaching from the AIG Coordinator and Specialist. This ongoing support allows teachers to refine their instructional practices, build leadership skills, and stay abreast to the district's vision for the AIG program.

* Diverse Recruitment Practices: The district is committed to recruiting AIG professionals from diverse backgrounds. To address this, we will actively recruit AIG-licensed staff from a variety of sources, including partnerships with universities that emphasize diversity in education.

* Supportive Work Environment: Bladen County aims to create a supportive and inclusive work environment where all educators, including those from diverse backgrounds, feel valued and supported. The district ensures that AIG-licensed teachers have access to professional networks, leadership opportunities, and community-building events to foster a sense of belonging.

"Project Challenge" Middle School Program:
Teachers who instruct in the district's middle school program, "Project Challenge", are required to hold AIG certification or be actively pursuing it. Additionally, these teachers must hold the BCS AIG
Local Endorsement to ensure they have the specialized training and support necessary to meet the needs of advanced learners. This certification requirement ensures a consistent, high-quality learning environment for middle school students while also supporting the development of AIG-licensed professionals within the district.

By combining these recruitment, support, and retention strategies, Bladen County aims to build a sustainable and diverse team of AIG-licensed professionals, ensuring that our gifted learners receive the highest standard of instruction and that our educators feel supported and valued in their roles.

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

Bladen County Schools participated in the Talent Unleashed initiative in partnership with Z. Smith Reynolds and NCAGT. The focus of this professional development was on equity and excellence in gifted education, with an emphasis on shifting mindsets, policies, and practices to better serve all gifted learners, including those from underserved populations.

As we move forward, the AIG Coordinator and AIG Specialist will work with district leadership to expand and build on the lessons learned from Talent Unleashed by providing focused professional learning opportunities for all stakeholders. These opportunities will be designed to foster a deeper understanding of equity and excellence in gifted education, and will specifically address the need to shift mindsets, policies, and instructional practices to better support diverse learners.

The district recognizes that ongoing, intentional professional development in this area is crucial for teachers and other educators to develop the skills and knowledge necessary to create equitable learning environments and provide exceptional opportunities for gifted students. The professional learning will aim to address:

*Changing Mindsets: Encouraging educators to challenge traditional beliefs and biases about giftedness, particularly in underserved communities.

*Revising Policies: Reviewing and revising district policies and practices to ensure equitable access to gifted education for all students, regardless of background or demographics.

*Implementing Effective Practices: Providing teachers with the tools and strategies to deliver high-quality, inclusive instruction that meets the needs of a diverse group of gifted learners.

Through this ongoing professional development, Bladen County Schools is committed to realizing equity and excellence in gifted education, ensuring that all students have access to the opportunities and support they need to succeed.

* **Practice G**
Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education with opportunities to refine applications of professional learning.

The AIG Coordinator serves on the District Strategic Planning Committee, the AIG Specialist serves on the District MTSS Committee, and both attend the District Curriculum meetings to assist in aligning professional development opportunities with the local AIG program goals, other district initiatives, and best practices in gifted education which includes:

1) State and national teaching standards and best practices for working with gifted learners will be utilized in planning lessons and offering courses to students and are aligned with the district pacing guides.

2) Students will be offered NCVPS courses as advanced curriculum opportunities at the middle schools. The AIG Specialist will serve as the liaison between NCVPS, the school, and the district.

3) District Content Professional Learning Communities (PLCs) will provide opportunities for teachers to share best practices, strategies, and differentiated content materials for gifted learners identified in the AIG program.

4) AIG Local Endorsement Professional Development aligns with the district initiatives, reinforces best practices in gifted education, and meets local AIG program goals.

5) AIG Coordinator and AIG Specialist work closely with the district Curriculum coaches and assist with professional development opportunities.

The AIG Leadership Team, which consists of the AIG Coordinator, the AIG Specialist, and chairs from each school, will continue to meet as needed on required Teacher Workdays used for professional development. They will share information from professional development, incorporate ideas and information, and focus on student connections and work.

*** Ideas for Strengthening the Standard**

* Provide recognition for those completing AIG licensure or local endorsement on the district website.

* Promote opportunities for professional development outside of the district to support best practices also state and national standards.

* Keep teachers abreast of all schools and colleges offering AIG licensure courses.

* Continue AIG Local Endorsement Professional Developement.

* Offer incentives for becoming AIG certified.

Planned Sources of Evidence

* Bladen County AIG Coordinator
* Bladen County AIG Specialist
* Regional AIG Coordinator's meetings
* County meeting agendas

*	AIG folders, lesson plans
*	AIG chairpersons
*	AIG certification
*	Executive Director of Inclusive Education Services
*	Executive Director of Human Resources

Documents

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

Bladen County Schools (090) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 5: Partnerships

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

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

- academic and intellectual
- social and emotional.

Bladen County Schools AIG Program develops partnerships with parent/guardians that are intentional and meaningful in the support of AIG students by:

1) Communicating with parents/guardians opportunities within the community through flyers, Bladen County Schools website, and district social media.

2) Solicit parent/guardian input on how they would like to participate and partner to support the needs of AIG students.

3) Holding a Parent/Guardian Night- eliciting parent participation in presentations.

4) Having parents/guardians and family members as guest speakers.

5) Presenting special topics informational sessions for parents/guardians- Governor's School, social/emotional needs, and transitional times for students.

6) Being present at Open House to answer questions/provide support.

7) Chaperoning field trips (College visits, Beta Convention, Envirothon).

The AIG Coordinator and AIG Specialist serve as the liaison between the district/schools and parents/guardians by communicating test results, opportunities for individual students, and celebrating the successes of our AIG students. The AIG Coordinator and AIG Specialist also work closely with the school guidance counselors and social workers, as well as the ML and EC departments, to offer social and emotional support to our 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.

Bladen County Schools recognizes the importance of fostering meaningful partnerships between the AIG program and the local community to enrich the learning experiences of our gifted students. By building strong connections with community members, local businesses, and organizations, we create more opportunities for students to engage in real-world learning, develop essential skills, and connect with professionals in various fields. These partnerships directly support AIG students by providing them with resources, mentorship, and hands-on experiences that extend beyond the classroom. The following strategies will enhance communication between the AIG program and community stakeholders, ensuring that AIG students receive the support and opportunities they need to thrive:

1) Integration of Gifted Education into School Improvement Plans: Each school will incorporate gifted education into their School Improvement Plan, ensuring that the needs of AIG students are consistently addressed at the school level and supported by the broader school community.

2) Surveys for Stakeholder Feedback: Surveys will be made available on the district communication platform throughout school year, providing stakeholders with an opportunity to share feedback on the AIG program and identify areas for further community involvement.

3) Partnership with Local Media: By partnering with local media outlets, the AIG program will increase visibility and recognition of AIG students' achievements, showcasing their participation in key events, projects, and competitions.

4) Job Shadowing and Field Trips to Local Industries: AIG students will benefit from field trips and job shadowing events with local industries, allowing them to explore career options and gain insight into real-world applications of their academic skills.

5) Collaboration with Bladen Community College: A partnership with Bladen Community College will offer advanced academic opportunities, dual-enrollment options, and specialized workshops to further challenge and engage AIG students.

6) Involvement in Special Projects: Stakeholders will be invited to participate in special student projects such as Science Fairs, Envirothon, and Battle of the Books, allowing community members to share their expertise and serve as mentors in areas of student interest.

7) Chaperoning Educational Field Trips: Community members will be invited to chaperone educational trips such as the Beta Convention, Science Olympiad, and college visitations, providing additional support and enhancing the students' learning experiences.

8) Guest Speakers and Mentorship from Talented Local Individuals: Local professionals and experts will be invited to work with small groups of AIG students, offering mentorship and guidance in specialized areas of interest such as science, engineering, and the arts.

9) Business Partnerships for Fundraising and Guest Speaking: The district will establish partnerships with local businesses like Leinwand's, Goldston's, Wal-Mart, and State Employees Credit Union to support fundraising efforts, provide resources for student projects, and offer guest speakers who can share industry knowledge with students.

10) Recognition of Stakeholders: AIG students' achievements and contributions will be publicly recognized during achievement award programs, band concerts, and performances, ensuring that community stakeholders are celebrated for their support and involvement in the AIG program.

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

The district is working to increase community involvement in the AIG program, particularly to entice stakeholders and parents/guardians to participate. We are currently working towards an on-going Bladen County AIG Leadership Team. Parents/guardians, families, and community members are invited to join this group as needs arise. The members of this Leadership Team met and reviewed the 2022-2025 AIG plan. The members provided feedback and made suggestions to develop the 2025-2028 AIG plan.

The district requires a Needs Determination Team which is comprised of the AIG Coordinator and AIG Specialist who work with the AIG Chairperson and school administrator at each school. This team will read, review, and provide annual feedback on the AIG plan. They also discuss and evaluate students' placement needs and determine services provided.

To create a more diverse group of stakeholders and allow more parents a voice, we will shift from the AIG Leadership Team to an AIG Advisory Group. This group will be created to read the local plan and provide feedback, also reviewing the feedback responses from parents/guardians, students, and staff members annually. One parent from each school will be asked to participate. Teachers, staff members, school administrators, district leadership, and translators will also

be asked to join the AIG Advisory Group to ensure that representation from all communities and departments are present and have a voice. Meetings will be held biannually, in the fall and spring, to provide input on the implementation of the current plan, suggestions for revising the plan, and work on the development of the future plan.

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

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

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

The district informs parents/guardians and the community of opportunities available to AIG students on an ongoing basis and in their native language.

1) Input is elicited through student and parent surveys.

2) Parents are invited to AIG placement meetings.

3) Parent concerns are investigated as quickly as possible.

4) The AIG website is under development and will be updated.

The district shares information regarding the AIG plan and program with parents/guardians, district office administrators, and school staff.

1) The AIG plan is available on the Bladen County Schools website.

2) A Differentiated Education Plan (DEP) is created for each student and reviewed with the parent by the AIG Chairperson at the child's current school.

3) The AIG Coordinator and AIG Specialist attend the Project Challenge Open House event to provide information about the program and answer any questions parents/guardians may have. 4) The Needs Determination Team is available to parents with any questions and concerns.

5) The principal and AIG chair at each school is available to parents for advisement.

6) The AIG Coordinator and AIG Specialist serve on the Curriculum and Instruction Team.

7) School staff receive information through district PLC and professional development.

8) The district will host an AIG Parent Night for all schools in the fall to introduce staff, address curriculum, and answer questions.

Bladen County Schools provides interpreters as needed and translates documents when needed. The Bladen County Schools have several EL teachers that serve as interpreters for the Hispanic population in our county. Whenever a need arises, an interpreter is available to assist in meetings, the translation of documents, and other activities required to effectively communicate with our community.

*** Ideas for Strengthening the Standard**

* Utilize community partners as guest speakers to address current issues and concerns regarding gifted learners.

* Prepare a video or other digital presentation informing stakeholders of the program, plan, and policies.

* Pursue volunteer support from local institutions of higher education and various community organizations to support gifed learners.

Planned Sources of Evidence

* Collaboration with Bladen Community College
* Use of various means of communication including website, handouts, and letters; agendas, minutes, and copies of presentations
* Printed copy of the Bladen County Schools AIG plan in each school
* AIG Needs Determination Team in each school
* Bladen County AIG Leadership Team
* Interpreter used as needed
* Open House at all schools
* Involvement in special projects such as Science Fairs, Envirothon, and Battle of the Books
* Chaperones on field trips such as Beta Convention, Science Olympiad, and college visitations
* Special performances
* Special talented individuals work with small groups of students
* Help with fundraising projects
* Newspaper and online articles

*	Achievement and award programs
*	Band concerts
*	DEP meetings
*	School Improvement Plans
*	AIG Parent Advisory Council

Documents

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

Bladen County Schools (090) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 6: Program Accountability

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

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

The Bladen County AIG program maintains an AIG plan that complies with state standards and policies as set forth by state legislation. This plan is approved by the Bladen County School Board and then sent to SBE/DPI for review/feedback. The plan will be available online and a copy will be provided to each school in our district.

The 2022-2025 Local Plan was reviewed by the Bladen County AIG Leadership Team. Feedback provided from the team was compiled and reviewed by the Executive Officer of Instruction and Specialized Services, AIG Coordinator, and AIG Specialist. The 2025-2028 Local Plan was developed using the AIG testing data, Child Count data, and feedback provided.

The AIG plan was developed based on the input from focus and advisory groups and feedback from multiple sources of data including:

1) State and local assessments

2) Grade performance

3) AIG performance

4) AIG administered tests

5) Project Challenge enrollment

6) District enrollment vs AIG population

7) Surveys

This plan will be revised as needed to reflect continuous program improvement.

The Bladen County AIG program will maintain this practice by providing opportunities necessary for training all AIG staff involved in the revision. We will conduct surveys of stakeholders such as parents/guardians, gifted students, Central Office administrators, AIG certified teachers, classroom teachers, school administrators, and other community members.

At the district level, the Curriculum Instruction team will serve as the program evaluation team. The AIG Plan will be evaluated annually to review, plan, and revise, if necessary. The purpose of evaluating the AIG plan annually is to determine the effectiveness of the program and assess changes needed to meet the district's goals.

* **Practice B**
Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.

The district has procedures and personnel in place to ensure that the integrity of the local plan and program is maintained. The Executive Director of Inclusive Education Services, AIG Coordinator, the AIG Specialist, and the AIG Leadership Team closely monitor all components of the program.

The AIG Coordinator and AIG Specialist work closely with schools to ensure that plan components are implemented that are approved by the Bladen County School Board. This is done through school visitations, review of gifted students and their classroom rosters, review of DEPs, regular meetings with AIG chairs, conferencing with parents/guardians, and feedback from online surveys from stakeholders (parents/guardians, gifted students, Central Office administrators, AIG certified teachers, classroom teachers, school administrators, and other community members).

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

The Bladen County Schools Finance office will continue to maintain accurate records of state funds allotted to the local AIG program according to state policy. All State PRC 034 funds are used to support the AIG program in Bladen County Schools with the majority of the funds being used to employ AIG certified teachers. Any remaining funds are used for gifted curriculum and testing materials. This fund is monitored by the Executive Officer of Finance and Business Services with reports sent to the Executive Director of Inclusive Education Services to ensure that funds are being spent according to state policy. There are no local funds allocated for the Bladen County AIG Program.

* **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 Bladen County AIG Program is committed to monitoring and analyzing multiple data sources to assess AIG student performance, growth, and achievement. These data points will be used not only to define program needs but also to guide improvements in instructional practices, policies, and overall program effectiveness, particularly in regard to equity and excellence.

* Indicators of AIG Student Growth and Achievement:
To ensure that AIG students are meeting high expectations and making meaningful progress, the district tracks various indicators of growth and performance. These include:

1) Classroom Performance: AIG student performance is regularly monitored through quarterly reports in Infinite Campus. Teachers assess students' progress on assignments, projects, and assessments, and this data is reviewed quarterly to gauge individual and group growth.

2) EOG/EOC Testing: End-of-Grade (EOG) and End-of-Course (EOC) tests are used to measure AIG students’ academic achievement and growth at the conclusion of each school year and semester for high school students. These assessments provide standardized data that reflects AIG student performance across grade levels.

3) Annual Dropout and Retention Rates: The district also tracks dropout rates and student retention to measure long-term success and ensure that AIG students are staying engaged and on track toward graduation.

4) Alternative Growth Measures: The district is exploring and developing additional strategies to measure growth, including portfolio assessments, student-led conferences, and non-traditional assessments to better capture AIG students' progress and strengths.

* Data Analysis and Mindset Shifts:
The AIG Coordinator and AIG Specialist collaborate at the end of each school year to disaggregate student data by various factors such as grade level, demographics, and performance on EOG/EOC tests. This disaggregation is critical in identifying trends, challenges, and opportunities for program improvement, especially for underserved populations. The disaggregated data is then reviewed at the beginning of the next school year to identify potential areas for improvement, resource allocation, and strategic planning.

Incorporating insights gained from the Talent Unleashed initiative, the district is focusing on equitable practices by using data to challenge traditional assumptions about giftedness. This includes examining whether there are disparities in the identification process or in opportunities provided to different student groups. The data analysis will inform mindsets, policies, and practices across the district, ensuring that AIG services are both equitable and aligned with the principles of excellence in gifted education.

* Driving Equity, Excellence, and Program Improvement:
The analysis of AIG student data will not only serve as an ongoing tool for monitoring student achievement but will also drive the following:

1) Shifting Mindsets: Data will be used to challenge traditional notions of giftedness, ensuring that all students, regardless of background, have the opportunity to succeed. The district will use data to reflect on biases in current policies and practices and adjust accordingly to ensure equitable access to advanced educational opportunities.

2) Reviewing and Revising Policies: The data will inform discussions around policy changes necessary to ensure that AIG services are inclusive, equitable, and effectively meet the needs of all students. This includes revising identification procedures and ensuring that AIG programs provide support for traditionally underserved groups.

3) Improving Instructional Practices: The AIG Coordinator is a member of the District Strategic Planning Committee, which focuses on Instructional Excellence and Alignment. By presenting the AIG data to this committee, the district ensures that AIG students are included in broader discussions about instructional practices and that data-driven decisions are made to improve the delivery of services for gifted learners. Insights gained from the data will inform strategies for differentiation, enrichment, acceleration, and other practices designed to meet AIG students' diverse needs.

4) Program Improvement: As data is reviewed annually, the AIG Coordinator and AIG Specialist will work with district leaders to identify areas where the program can be enhanced. This includes exploring alternative strategies for student growth, integrating new tools for measuring achievement, and ensuring that gifted education remains flexible and responsive to the changing needs of students.

By systematically collecting, disaggregating, and analyzing student data, Bladen County Schools will ensure that AIG students experience continuous growth, while also fostering a district-wide culture of equity, excellence, and intentional program improvement.

* **Practice E**
Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education.

The Bladen County AIG Coordinator and AIG Specialist collaborate closely with K-12 teachers and school administrators to raise awareness of the characteristics and needs of gifted students. As part of this effort, names of potential AIG candidates are added to an ongoing search log, which serves as a record of students who may be considered for identification. To ensure that all potentially gifted students are recognized, the district employs multiple pathways for identification, with a particular focus on underrepresented groups.

In grades K-3, potential students are introduced to our nurturing program, which provides additional enrichment opportunities. We use the AIG search log from

each school to help identify students who may be overlooked through traditional identification methods, including those from underrepresented populations. School staff are encouraged to review classroom data, motivation profiles, and gifted evaluation scales to identify potential candidates, ensuring that we are reaching students who may not meet traditional criteria but show signs of advanced ability.

As part of our participation in the Talent Unleashed grant, a program focused on equity and excellence, the district is actively developing and refining multiple pathways for student referrals and identification. This includes using alternative identification methods, such as portfolio assessments, teacher observations, and qualitative measures of student growth, to ensure that gifted services are more inclusive and better aligned with student needs. The district is committed to ensuring that socioeconomic status, race, ethnicity, and/or demographic background are not seen as indicators of giftedness, and that all students have equal access to identification and services.

Strategies for Monitoring Underrepresented Populations:
* Data-Driven Identification: We will regularly monitor the search log and track the identification process to ensure that underrepresented students, including those from diverse socioeconomic, racial, and ethnic backgrounds, are included in the pool of potential AIG candidates. This will involve analyzing identification patterns each year to identify any gaps in representation.

* Refinement of Referral Processes: In addition to traditional referral methods, we will expand opportunities for referrals by incorporating input from diverse school staff, including teachers, counselors, and community partners, to ensure a broader view of student potential. Teachers will be encouraged to refer students who may demonstrate advanced problem-solving skills, creative thinking, or leadership abilities, even if they do not excel in standardized assessments.

* Targeted Support and Services: Once students are identified, targeted support and services will be offered to underrepresented groups to ensure they receive appropriate differentiation, acceleration, and enrichment. This may include assigning mentors, providing access to high-level coursework, and incorporating culturally relevant content in the curriculum to foster engagement and retention.

* Retention Monitoring: The AIG Coordinator and AIG Specialist will work with school leaders to regularly track the progress and retention of underrepresented AIG students. This will include monitoring academic performance, attendance, and social-emotional well-being to ensure these students are engaged and supported throughout their educational journey. Regular check-ins with students and families will be conducted to address any barriers to participation or achievement.

* Ongoing Professional Development: Teachers will receive professional development that includes strategies for identifying and supporting underrepresented gifted students, as well as understanding the social and cultural factors that may influence a student's potential for identification. This training will also cover equity in gifted education and how to apply differentiated practices that support all learners.

* Annual Review and Program Improvement: Data on the identification, services, and retention of underrepresented populations will be disaggregated and reviewed annually by the AIG Coordinator and AIG Specialist. This data will be used to inform adjustments to the referral and identification processes, ensuring that services are continuously improved to meet the needs of all students. Feedback from teachers, parents, and community members will also be collected to enhance the inclusivity and effectiveness of the AIG program.

* **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.

Credentials for personnel serving AIG students are kept on file in the Human Resources Department and will be requested in September and in May for review by the Executive Director of Inclusive Education Services and AIG Coordinator to verify certification, experience, etc. The Human Resources Department maintains current data on all personnel in the school district, including the credentials of personnel serving AIG students. A list of AIG licensed and locally endorsed teachers will be provided to administrators by the AIG Coordinator at the beginning of the school year. Every effort is made to ensure that AIG identified students are taught by AIG licensed teachers.

* **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.

Under the leadership of the Executive Director of Inclusive Education Services and the AIG Coordinator, the Bladen County Schools AIG program ensures continuous feedback and improvement through multiple channels. To maintain program accountability and improve program quality, data is systematically collected from a variety of stakeholders, including parents/guardians, gifted students, Central Office administrators, AIG-certified teachers, classroom teachers, school administrators, and community members. Feedback is gathered through a combination of annual surveys, self-assessment tools, parent/guardian conferences, and various meetings, such as School and District Professional Learning Communities (PLCs), AIG Chair meetings, and Curriculum and Instruction Team discussions.

A structured process for gathering feedback includes:

1) Surveys and Self-Assessment Tools: Annual surveys are distributed to parents/guardians, students, teachers, and administrators to gauge the effectiveness of the AIG program. These surveys collect input on various aspects of the program, including the quality of instruction, differentiation, and overall satisfaction. Self-assessment tools will also be used by AIG teachers and staff to evaluate their own practices and identify areas for improvement.

2) Parent/Guardian Conferences and Meetings: During regular parent/guardian conferences and scheduled meetings, AIG Chairs will collect direct feedback from families regarding their experiences with the AIG program. These discussions will cover students' progress, challenges, and suggestions for improvement. The AIG Chairs will then relay this feedback to the AIG Coordinator for review.

3) Teacher Feedback During Professional Development: All teachers, including AIG-certified teachers and classroom instructors, will be given opportunities to share feedback during training sessions and faculty meetings. This feedback will focus on instructional strategies, differentiation methods, and support provided to AIG students. Teachers can also provide insights into challenges and successes they encounter in implementing AIG services in the classroom.

4) Stakeholder Meetings: The AIG Leadership Team, which includes key stakeholders such as school administrators, district leaders, and teachers, will convene bi-annually to review and discuss feedback collected from all sources. These meetings will allow the team to reflect on the program’s strengths and areas for improvement. Additionally, feedback will be gathered from AIG Chairs during regular meetings to share trends and concerns raised by parents and staff.

The feedback and data collected through these channels will serve as the foundation for guiding decisions about the continuation or modification of program components. Based on this feedback, the Bladen County AIG Plan will be reviewed and adjusted as needed to ensure that it continues to meet the needs of all stakeholders and provides a high-quality, effective program for gifted students.

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

Dissemination of data will provide stakeholders the opportunities to review and evaluate services for the gifted learner to allow for program revisions and additions. The Bladen County Executive Director of Inclusive Education Services, AIG Coordinator, and AIG Specialist recognize that the following information is necessary in strengthening our AIG Program:

1) NC Child Count

2) AIG Testing Data

3) Program feedback/survey data

The current review and provided feedback of the Bladen County AIG program from NCDPI will be provided to the local Board of Education. It will be available on our website and a hard copy can be provided by request.

Program review/feedback will be shared on the district website for stakeholders.

* **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.

To protect and safeguard the rights of all AIG students and families by adhering to policies, procedures, and practice, the Bladen County AIG Program will continue to maintain confidential records and abide by the due process laws and legislation. The Bladen County AIG Program will maintain this practice by securing parental/guardian permission for testing and placement. The Needs Determination Team will review the three indicators for placement. We will also conduct necessary reviews of AIG folders.

Procedures to Resolve Disagreements:

According to Article 9B, governing the screening, identification, and placement of students into services for the academically or intellectually gifted, a procedure for resolving disagreements between parents or legal custodians and the local school administrative unit shall be developed. A disagreement might arise when a child is not identified as an academically or intellectually gifted student or concerning the appropriateness of services offered to the identified student. The Bladen County Schools procedure for settling such disagreements will follow these steps:

1. The parent/guardian should first attempt to reach an accord by requesting an appointment with the Bladen County Needs Determination team including the Bladen County AIG Coordinator.

2. If no resolution is possible, the parent/guardian may request a review by the Executive Director of Inclusive Education Services and the AIG Coordinator.

3. If no agreement is reached following step 2, the parent/guardian should request a review of the case by the Bladen County Superintendent of Public Instruction.

5. If agreement cannot be reached administratively, the disagreement may be reviewed by the Local Board of Education at the request of the parent/guardian.

6. If the parents/guardians and the local school system cannot reach agreement, the parent/guardian has the right to petition an Administrative Law Judge for a contested case hearing. The scope of the review shall be limited to whether the local school administrative unit failed to identify the child as an academically or intellectually gifted student, or whether the Local Plan developed under the law has been implemented appropriately with regard to the child. Following the hearing, the Administrative Law Judge shall make a decision that contains findings of fact and conclusions of law. The decision of the Administrative Law Judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

All parental/guardian requests must be submitted in writing to the appropriate person.

No attorney fees will be paid by Bladen County for this process.

Consent for Identification and Placement

Bladen County Schools creates a DEP for each child identified. A meeting with the parent/guardian is requested to review the DEP in which the parent/guardian signs consent to the identification and placement of the student.

Reassessment Procedures

Bladen County Schools reviews all students annually to determine if reassessment is warranted. A student will not be given the same assessment within one calendar year.

Parent/guardian, teacher, peer, and self referrals will be accepted by the AIG Needs Determination Team. Further testing will be conducted as needed.

Transfer Students

If a student transfers into Bladen County Schools and has been identified as AIG in another school system, that student will be referred to the AIG Needs Determination Team. The AIG Needs Determination Team will evaluate student records and placement will be based on the transfer records. All required paperwork must be completed and signed before the child will begin receiving services.

Data managers at each school will notify the AIG Coordinator or AIG

Specialist assigned to their school of any newly enrolled students and provide them cumulative record access. The AIG Coordinator or AIG Specialist will review the data provided and request a Needs Determination Team meeting if necessary.

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*** Ideas for Strengthening the Standard**

* Collect other indicators of student performance that speak to the "success" of AIG students such as:
    * internship and mentorships
    * college acceptance information
    * scholarship information
    * successful AP or IB class completion rates
    * Place a suggestion box on the website to gain additional feedback from stakeholders

Planned Sources of Evidence

*	The Bladen County Schools Local Academically and/or Intellectually Gifted Plan is available online and a printed copy is placed at each school along with a list of identified students.
*	The Bladen County AIG Coordinator and AIG Specialist attend district meetings to stay abreast of any legislative changes.
*	The annual AIG budget is monitored by the Executive Officer for Finance & Business Services at the district office.
*	The Director of Federal Programs & Accountability makes presentations regarding AIG test data to the Board of Education and to the principals.
*	Drop-out data and prevention is an ongoing initiative of Bladen County Schools

*	Search logs are prepared for each school.
*	The personnel office prepares a list of all AIG certified teachers in the district.

Documents

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

Local Board of Education Approval

Bladen County Schools (090) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:

04/14/2025

AIG Related Documents

Bladen County Schools (090) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Required Documents		
Type	**Document Template**	**Document/Link**
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	Local Board of Education Approval Template	Bladen County BOE Approval Document

Optional Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

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Phrase	Definition