Mission/Vision Statement and Funding

Burke County Schools (120) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* LEA Superintendent's Name:
Mike Swan

* LEA AIG Contact Name:
Abernathy, Christie - cabernathy@burke.k12.nc.us

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

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

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

* Mission and/or Vision Statement(s)

The program strives to be a model of exemplary education, inspiring AIG students to reach and exceed their academic and intellectual potential. Students will be prepared for the challenges of the future while contributing to their global community as productive citizens.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* $ 658,729.00	* $ 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.

Referral Process:

A Teacher Referral (including EC, ESL/ELL teachers, guidance counselors, and AIG Specialists):

Teachers may refer students based on the characteristics of the Bright Child/Gifted Child document (Szabos), PETS data collected in K-2 for Talent Development, school-based student performance reports, TRS (local Teacher Rating Scale).

A Parent Referral:

Parents are invited to make referrals annually through a variety of communication tools (School Messenger, Remind, Class Dojo, website, and social media) from the school and district levels. Parents may refer their children for AIG testing during the year. Information and discussions are held with parents on characteristics of the Bright Child/Gifted Child document (Szabos); Parents have the option to nominate their child for AIG testing. Identification procedures are sent home and the teacher discusses the student's needs and pathway options with the parents.

The high school principal, assistant principal and/or guidance counselor may also review students records and test scores for Achievement Level 5 and 93%+ on the NC End of Course Exams (EOC's) (Math I/English II) and Aptitude at 90%+ to be referred/placed into the AIG program.

The district will honor AIG identification from students transferring from out of county or out of state upon receipt of appropriate documentation for grades K-12.

K-2 Screening Process:

The AIG Program Specialist collaborates with K-2 teachers to determine students that require talent development services using mClass, STAR data, PETS assessments, and SAGES-3. The AIG Program Specialist will provide PETS Lessons, IQ Based Games, and other K-2 advanced curriculum (Beginning Word Roots, Developing Fractions Hands-On Equations, Lollipop Logic, Math Superstars, Building Thinking Skills, etc.) to support teachers and talent development for students placed on a list that is monitored regularly at the school level.

2nd grade students enter the screening pool for Achievement in Reading and/or Math based on their participation in the talent development program and/or school-based student performance reports.

2nd grade students enter the screening pool for Aptitude in Reading (Verbal) and/or Math (Total Nonverbal) based on the following test scores: a 88%+ on the BCPS 2nd grade countywide IQ sweep or previous aptitude scores.

3-8 Screening Process:

The AIG Program Specialist, AIG School Based Chairs, Teachers, Guidance Counselors and Principals review State Testing Data and County Wide Achievement/Aptitude Data for students in grades 3-8 to begin the screening process.

3-8 grade students enter the screening pool for Achievement in Reading and/or Math based on the AIG identification criteria: a Level 5 and 93%+ on the previous year's NC End of Grade Exams (EOG's) or 3rd grade Beginning of Grade (BOG) Reading Test.

3-8 grade students enter the screening pool for Aptitude in Reading and/or Math based on the AIG identification criteria: a score of 90%+.

9-12 Screening Process:

Rising 9th grade students enter the screening pool for Achievement in Reading and/or Math based on the AIG identification criteria: a Level 5 and 93%+ on the previous year's NC End of Grade Exams (EOG's)

9-12 students can be nominated for AIG testing. Upon initial nomination, previous student data is reviewed. Data includes previous standardized test scores, STAR assessment scores, NC Check-ins, grades, and teacher recommendations. Following a review of student data, if AIG testing is recommended an AIG specialist will administer an IOWA and/or CogAT test.

In high school, the four-year Differentiated Education Plan (DEP) guides academic planning and services for identified AIG students. Teachers, school counselors, and instructional staff collaborate to monitor student progress and provide ongoing support. Students are encouraged to engage in a rigorous, personalized course of study aligned with their interests, strengths, and post-secondary goals. High schools offer open enrollment for advanced coursework, allowing students who meet the necessary requirements to participate. All students who score a Level 5 on End-of-Course (EOC) assessments are strongly encouraged to enroll in advanced classes. Opportunities include Honors, Advanced Placement (AP), AP Capstone, NCSSM Online, Credit by Demonstrated Mastery (CDM), Career and College Promise (CCP), Governor’s School, and other advanced options that promote college and career readiness.

Portfolio-Based Screening (On-Going):

3-8 Achievement Scores (EOG, BOG, and IOWA) are screened for 85% - 92% to build a yearlong portfolio of local, state, and federal norms of each nominee in possible area(s) of identification.

3-8 Aptitude Scores (CogAT) are screened for 85%-90% to build a yearlong portfolio of local, state, and federal norms of each nominee in potential area(s) of identification.

The purpose of the portfolio-based screening process is to more effectively identify giftedness in underrepresented student populations, including students from diverse cultural, linguistic, and socioeconomic backgrounds. This district-initiated process utilizes multiple teacher-friendly screening tools and observational checklists to gather a broad range of evidence related to student potential. By implementing this approach, the district aims to provide a more equitable pathway for AIG identification, ensuring that all students have access to opportunities that reflect their strengths, talents, and learning needs.

* **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.

District Response:

I. BCPS Definitions of AIG Students:

Academically Gifted (AG) - A student demonstrates superior subject knowledge in reading and math.

Intellectually Gifted (IG) - A student who has demonstrated high intellectual capacity but may not yet have demonstrated high academic performance.

Academically and Intellectually Gifted (AI) - A student demonstrates both academically and intellectually giftedness.

Academically Gifted in Reading (AR)- A student demonstrates superior subject knowledge in the area of reading.

Academically Gifted in Math (AM) - A student demonstrates superior subject knowledge in the area of math.

II. BCPS Identification Criteria

BCPS recognizes student aptitude as an indicator of a student's potential to learn and student achievement as an indicator of student knowledge.

The district begins identifying students for Talent Development beginning in Kindergarten. The AIG Program Specialist collaborates with K-2 teachers to determine students that require talent development services using mClass, STAR data, PETS assessments, etc.

Identification of students begins in Kindergarten through eighth grade. The district will also accept teacher and parent requests based on previous exam scores for students in grades 9-12 at the high school level.

Talent Development Identification:

PETS lessons will be completed with all students the first semester of school to identify signs of giftedness in K-2 students. The AIG specialists will prepare 2 PETS lessons/assessments and master copies/games for each grade level to rotate through during the first semester of school. Teachers will report students that are “flagged” through PETS assessment on a shared Google Sheet by the first week of November. Students listed are referred for testing with the SAGES-3 assessment for verbal and nonverbal. Parent letters will be sent home for permission to evaluate (would you like your child to be considered for the talent development group, some details about nurturing services in the classroom, etc.) Students that place according to the SAGES-3 assessment are moved to an official Identified talent development list/school data wall and will be served in their K-2 classroom using enrichment resources and differentiated curriculum. Differentiation will be provided during their guided instruction to serve students in our talent development program.

AIG Program Specialists collaborate with K-2 teachers to implement Talent Development strategies and provide training in the use of Primary Education Thinking Skills (PETS). To support this work, each school houses a Talent Development Kit designed to frontload creative and critical thinking opportunities for all early learners. The kit includes hands-on critical thinking games such as Qwirkle, Blink, Q-Bitz, Set, Spot It, and Build-a-Story Cards to actively engage students and nurture potential.

In addition, all K-2 teachers are provided with a digital Talent Development Desk Reference, offering easy access to printable PETS materials, enrichment activities, and game directions to support classroom implementation.

III. The BCPS plan for nomination/identification of students for the AIG program requires that students qualify by meeting one of three pathways:

Pathway I:

Nationally Normed - IOWA/CogAT

Meets 1 out of 1 of the following criteria:

Score of 97%

State Normed - EOG/BOG

Meets 2 out of 2 of the following criteria:

Score of 97%+ Level 5

Pathway II:

Nationally Normed - IOWA/CogAT

Meets 2 out of 3 of the following criteria:

IOWA Score of 93%

CogAT Score of 90%+

TRS Score of 22+

State Normed - EOG/BOG

Meets 3 out of 3 of the following criteria:

Score of 93%+ Level 5 TRS Score of 22+

Pathway III:

Meets the following criteria (in subject area(s)):

Two Consecutive Standardized Scores (Ach./Apt.) of 85%+ Lv.4/5

Grades- A's (2 con. 9 weeks)

Motivation Checklist Score (MC) of 36+

STAR Avg. of 88%+ (2 con.) OR Level 5 (EOG/BOG)

*Student data is collected within one year, beginning from the initial qualifying score.

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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.

District Response:

I. Identification Procedures Intentionally Respond to District's Demographics:

K-2 talent development checklists are used to monitor and ensure consistency when encouraging and seeking referrals on potential AIG students from under-represented populations. BCPS screens the top 10% of state assessments for grades 3-8 from each school to ensure that there is equitable distribution of our under-represented populations. The testing data is reviewed at the end of district testing sessions to ensure that all students are consistently and correctly placed into the AIG program. When sharing data, appropriate measures are taken to mask the data to protect personally identifiable information.

II. Communication:

Prior to the nomination process, teachers and parents review the Bright Child/Gifted Child document. Teachers are provided electronic and hard copy formats of this document. The School Based Chairperson and AIG Specialists review and discuss the characteristics of under-represented populations with teachers. Information is provided to parents in their native language when possible, and interpreters are used at parent conferences to help explain the AIG testing process. The multiple pathways are discussed with parents following the screening process to ensure understanding of procedures.

Further communication within the school community- The teachers and AIG Program Specialists partner with the ELL teachers, EC teachers, and school guidance counselors to discuss students' needs in cognitive, academic, and social-emotional areas. Discussions are held in Professional Learning Communities (PLC) and data team meetings, as well as teacher conferences.

III. Gifted Student Representation in sub-groups (based on Spring 2025 Infinite Campus data):

The following underrepresented groups have increased in population after implementing our Pathway III standards. These standards were created specifically to address the underrepresented populations.

IV. Screening and Referral:

Professional development sessions, offered in the spring and fall for teachers seeking local training, provide training on the nomination, screening, and testing procedures for Grades 2-12. BCPS screens the top 10% of state assessments for grades three through eight from each school to ensure that there is equitable distribution of our under-represented populations. Primary Education Thinking Skills (PETS) training is offered to K-2 through workshops and targeted professional development at the school level. The program specialists co-teach and/or model lessons for the teachers. Test data is reviewed to ensure students proper placement within the program and the classroom setting.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	21.29%	6.41%	11.51%	---	13.24%	---	23.13%
Male	21.58%	6.44%	12.11%	---	16.43%	---	23.68%
Total	21.46%	6.42%	11.83%	---	14.81%	---	23.41%

Percent of Total AIG Students Identified as Dual Exceptionality

<5%

* **Practice D**

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

District Response:

BCPS has established the following practices to monitor consistency of screening, referral and identification processes across the district:

1. Ongoing sustained professional development- School Based Chairpersons (SBC) meetings are held multiple times a year to ensure teachers understand the screening, referral, and identification process. Questions are addressed and due dates/timelines are set. New School Based Chairpersons are supported by the AIG Program Specialists who guide and assist them with the process.

2. School Based Chairperson (SBC) Role- The SBC disseminates information to the faculty, collects information for the screening pool, and sends the paperwork to the AIG Department for review. The SBC maintains copies of AIG forms and screening pools. Folders are created for each student who will be tested. All forms are stored in the student's folder for further review if needed.

3. Documentation- After initial review/training for implementation of procedures, the AIG Department visits schools to support the implementation process. The AIG Department establishes a district-wide deadline for calls and nominations. Copies of initial and final Screening Pools are kept digitally and are reviewed by the AIG Department before testing begins. Any concerns or discrepancies are identified and addressed before testing. Conferences with the principal and School Based Committee to address issues and/or concerns with the implementation of the process are initiated and conducted by the coordinator of AIG Education. Folders are created for each student who will be tested. All forms are stored in the student's folder for further review if needed.

4. AIG testing is scheduled by the AIG Department to ensure that testing is consistent across the county. The AIG Specialists receive training on test administration before each testing session and are the testing administrators for testing. Students are identified who have modifications, accommodations, or a

504 plan so that proper protocol is followed during testing.

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

District Response:

Communication of AIG Identification Procedures with all stakeholders in the district:

1. The School Based Chairperson (SBC) presents identification information at the opening faculty meeting and aids in clarifying the process to administration, teachers, and parents. Information is communicated electronically to stakeholders through the district's AIG website, the AIG Program Overview Brochure, and automated phone calls through SchoolMessenger, social media posts, Remind, and Class Dojo. All stakeholders also receive information at annual DEP meetings, curriculum night meetings, student transition nights held in fifth and eighth grade, school board meetings, open houses and local community board meetings and gatherings. The AIG Department has developed presentations, newsletters, videos and social media posts to share with stakeholders.

2. The results of student/parent/teacher/administrator surveys are used to determine any misconceptions of the identification process and guide the department in providing further clarification to stakeholders when needed.

3. The district provides the identification process in written form in native languages served in Burke County and in an auditory format for those who speak but do not read in their native language. Currently, all documents have been translated into Spanish. Interpreters for Spanish, Hmong or Hearing Impaired parents are present at parent meetings when needed.

4. Training- The coordinator provides training at the district level principals meeting. Procedural guidelines are developed by the AIG department and presented to principals and teachers. The Advanced Learning Department meets with School-Based Chairs (SBCs) to provide district updates. The SBC shares refresher information during faculty meetings.

* **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.

District Response:

I. Communication of the AIG Identification Process:

The "AIG Program Overview" brochure and the "Handbook on Parents' Rights" is available online and in print to students, parents, teachers, administrators, and other stakeholders. These documents give an overview of the program, including identification and service options. The district provides these documents

in native languages served in Burke County. A “Parent Resource” tab is available on the BCPS AIG website to offer an explanation of the BCPS AIG Identification Process. Upon initial placement, parents are contacted to review results and placement details.

A Parent Referral:

Parents are invited to make referrals annually through a variety of communication tools (School Messenger, Remind, Class Dojo, website, and social media) from the school and district levels. Parents may refer their children for AIG testing during the year. Information and discussions are held with parents on characteristics of the Bright Child/Gifted Child document (Szabos); Parents have the option to nominate their child for AIG testing. Identification procedures are sent home and the teacher discusses the student's needs and pathway options with the parents. Parents sign a consent form for evaluation if the student meets screening criteria.

II. Students Folders

Student folder documentation includes:

- Log of contact (confidential)
- Any transfer, withdrawal, exit forms
- DEP's (most recent grade level on top)
- AIG 1 Form
- Identification Communication Materials
    - Parent Letter of Recommendation
    - Consideration Letter/Parent Nomination
    - Consent for Evaluation
    - Teacher Rating Scale/Motivation Checklist
    - Test Protocol/Report

DEP’s are reviewed with parents during parent/teacher conferences annually. Student folders are maintained annually by the SBC at each school. The fifth and eighth grade folders are transferred in June to their corresponding middle/high school during the end of the year SBC meeting.

III. Students Documentation in Infinite Campus:

AIG folders are processed within the Advanced Learning Department. Students who are placed in the AIG program are given the appropriate identification in Infinite Campus. SBC's are given co-teacher access in Infinite Campus to see identification data for AIG students.

Sources of Evidence:

BCPS District and school websites

SchoolMessenger Calls from principals about the process

Remind and ClassDojo Advanced Learning Department communication tools

BCPS AIG Education Program Overview Handout

School Based Chairperson Meetings (SBC)

Training sessions for SBCs on the paperwork process and implementation of differentiated services

Bright Child/Gifted Child document (Szabos)

DEP Meetings, DEP meeting documentation of attendees,

Presentation used to explain process, recorded Loom video explaining the DEP and services

Phone Calls to the Advanced Learning Department about testing options

Parent Conferences and letters to parents explaining the pathway options for screenings/testing documents/auditory information in native language

Presentations at faculty meetings

Parent information nights, open houses, curriculum nights, transition nights

BCPS Summary of Student Eligibility and School Site Decision Form (AIG-1)

Students folders created and maintained

Information on the K-2 Talent Development Program

K-2 Talent Development Checklists for teachers to chart students success

Achievement and Aptitude Testing for the BCPS AIG Program

AIG Screening Pools: BOG/EOGs/CogAT, teacher, and parent referrals

Parent/Teacher Nomination forms in individual AIG files

Accountability Data Sheet for each school (EVAAS)

Alternative Evaluation Assessments

List of alternative tests and assessments that respond to traditionally under-represented populations

List of all BCPS approved Achievement and Aptitude Testing Instruments

Screening Pools

* **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 DEP process is annually updated and reviewed to make changes on new opportunities Burke County Public Schools is providing for our AIG students. The DEP is a working document and can be modified at any time. The Advanced Learning department holds transition meetings to support students and parents in selecting the most appropriate differentiated opportunities. Copies of the DEPs will be in the documents section. They are hyperlinked in our plan.

3-5 DEP

6-8 DEP

9-12 DEP

*** Ideas for Strengthening the Standard**

- Use local norms in addition to national norms to identify talent in underrepresented populations.
- Provide annual PD for all staff (including EC/ELL) on identifying gifted traits in diverse learners
- Host AIG Parent Nights or workshops focused on recognizing gifted traits and the referral process
- Create a structured form or rubric for referrals by guidance counselors, coaches, and specialists.
- Track and analyze referral sources to ensure equity and inclusiveness.

- **Strengthen Talent Development Monitoring Tools (K-2)**
  - Implement a digital dashboard for tracking student progress and interventions in K-2.
  - Schedule quarterly data reviews with K-2 teams and AIG specialists.
- **Use Student Portfolios More Systematically**
  - Expand the portfolio-based approach to include specific student work samples (e.g., writing, problem-solving) aligned with gifted indicators.
  - Build rubrics for analyzing and scoring portfolio contents across schools for consistency.
- **Integrate Holistic Learner Profiles**
  - Develop a “Learner Profile” document for each student being considered for AIG, combining test scores, teacher observations, interests, and behaviors.

- Use profiles to guide services beyond just placement.

- **Refine and Communicate Definitions of Giftedness**
  - Share clear definitions (AG, IG, AI, AR, AM) in parent and teacher materials.
  - Use infographics or videos to explain each type to stakeholders.
- **Systematize Data Reviews for Equity**
  - Conduct equity audits of referral and identification data by race, language, socioeconomic status, and disability.
  - Adjust practices where disproportionate under-identification is evident.
- **Expand Use of Teacher Checklists & Rating Scales**
  - Ensure all grade levels use standardized and normed teacher rating scales.
  - Train staff on how to score and interpret the scales effectively.

Planned Sources of Evidence

*	DEP for each level.
*	Data from AIG headcounts and local testing data.
*	AIG Folders and paperwork.

Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	3-5 DEP 6-8 DEP 9-12 DEP

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Standard 2: Comprehensive Programming within a Total School Community

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

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

District Response:

I. Overview of the AIG Program Specialist Role

The BCPS AIG Program Specialists collaborate with regular education teachers, AIG education teachers, EC and ELL staff, guidance counselors, instructional coaches, and administrators to address the evolving needs of AIG students. Ongoing, consistent communication is essential to ensuring aligned support, equitable access, and meaningful learning experiences for AIG students across all settings.

Coaching: Program Specialists communicate regularly with teachers, school counselors, instructional coaches, and administrators across all grade levels through email, meetings, newsletters, and PLCs. These conversations focus on students' cognitive, academic, and social-emotional needs. Program Specialists also gather targeted data and curate resources to support students in their identified areas of need within the classroom. As part of this collaborative effort, AIG Program Specialists participate in MTSS meetings to provide tailored support for twice-exceptional and multilingual learners when needed.

Consulting: Program specialists collaborate with teachers, guidance counselors, instructional coaches, and administrators across all grade levels to provide comprehensive services and opportunities that support the academic growth, personal interests, and unique strengths of students. Through ongoing consultation, they help ensure differentiated instruction and equitable access to enrichment and advanced learning experiences. Specialists conduct AIG testing mid-year, review universal screening and monitor identification data.

Resource Development and Support: Program specialists provide access to and support for AIG departmental resources and instructional materials. They collaborate with teachers to share differentiated resources, model high-level, engaging lessons, and co-plan instruction that addresses the academic needs and strengths of AIG students. Specialists also curate and develop enrichment opportunities, offer guidance on technology integration, and assist in aligning resources with district and state standards to ensure equitable and rigorous learning experiences for advanced students.

Resource Examples Include:

Math

-Hands-On Equations Kits (3-5)

-Hands-On Equations - Fractions (4-6)

-Balanced Math (3-5)

-Math Superstars (3-5)

-STEM Challenges

-Silverquicken (3-8)

-Marilyn Burns Fractions Kits (3-6)

-Breakout EDU Kits (K-12)

ELA

-Advanced Novels w/novel ties and/or Canvas Resources (3-8)

-Word Roots (K-5)

-Word Within a Word (6-8)

-Socratic Seminars (3-12)

-Junior Great Books (3-8)

-Jacob’s Ladder (K-8)

-Breakout EDU Kits (K-12)

Technology

-Zspace Laptops

-Lego Spike Prime Kits

-Breakout EDU (Digital)

-Sphero

-Hummingbird Robots

-Finch Robots

-3D Pens

-Oculus Goggles

-Bee Bots

-Probots

-Magic School (AI)

-Diffit (AI)

Additional Resources/Strategies

-NCDPI Learning Labs (K-12)

-Nurturing Packets

-PBL Units

-Differentiated Project Folders- Forms include topics, specific requirements, cited research, and a rubric.

Professional Development: Program specialists play an active role in designing and delivering a variety of professional learning opportunities that address the diverse needs of both teachers and AIG students. These sessions are thoughtfully developed to support differentiated instruction, talent development, and the effective use of resources and strategies in AIG education.

Professional Development Opportunities Include:

-Talent Development Training

-PETS Refreshers

-Hands-On Equations Training

-Using Technology to Differentiate for AIG Students

-AIG Local Endorsement (Canvas)

-Strategies for differentiation

-Junior Great Books Training

-Higher Order Thinking Questions

II. Overview of AIG Services Across K–12: Meeting the Academic Needs of AIG students

The BCPS AIG program students are supported in Kindergarten through twelfth grade and beyond. The AIG Department truly cares about each of the 2,255 students and their challenges and successes every day. DEPs are in the School-Based Chairperson's classroom and can be accessed by teachers, administrators, and guidance counselors. Parents can review their child's plan at any time during the school year.

Grades K-2: AIG Program Specialists collaborate with K-2 teachers to implement Talent Development strategies and provide training in the use of Primary Education Thinking Skills (PETS). To support this work, each school houses a Talent Development Kit designed to frontload creative and critical thinking opportunities for all early learners. The kit includes hands-on critical thinking games such as Qwirkle, Blink, Q-Bitz, Set, Spot It, and Build-a-Story Cards to actively engage students and nurture potential.

In addition, all K-2 teachers are provided with a digital Talent Development Desk Reference, offering easy access to printable PETS materials, enrichment activities, and game directions to support classroom implementation.

Grades 3-5: Upon identification and entry into the AIG program, a Differentiated Education Plan (DEP) is created for each student. Teachers use the DEP to guide instructional differentiation, particularly in reading and math. AIG students are cluster grouped to ensure access to rigorous instruction and opportunities for advanced learning. The DEP is reviewed annually in collaboration with classroom teachers, AIG Program Specialists, and parents to ensure that services, goals, and instructional strategies continue to align with the student’s academic growth and evolving needs.

Technology integration and one-to-one classrooms enhance instruction and allow students to engage in self-directed research and enrichment aligned with their interests. Instruction is further supported through a variety of resources designed to promote critical thinking and problem-solving.

Math resources may include programs such as Hands-On Equations, Balanced Math, and Silverquicken. ELA resources may include Junior Great Books, Jacob’s Ladder, and advanced novels with integrated study guides or digital supports

Grades 6-8: In middle school, AIG academic services are designed to build on students’ strengths and support continued growth in advanced content areas. Administrators review the master schedule annually to determine the number of advanced reading and math sections needed based on student enrollment and achievement data. These upper-level classes are taught by highly qualified teachers who are certified in both AIG and their subject area to ensure rigorous, differentiated instruction.

Instruction is supported with a variety of enrichment resources that promote higher-level thinking and problem-solving. Enrichment resources may include Silverquicken, Quiz Bowl, Breakout EDU, robotics, and advanced novels with discussion guides and digital support.

AIG students have an updated Differentiated Education Plan (DEP) each year. The DEP is reviewed collaboratively by teachers, AIG Program Specialists, and parents to ensure continued alignment with the student’s academic progress and learning needs.

To support a smooth transition into middle school, AIG Program Specialists participate in transition meetings with students and families, providing information on available academic pathways and ensuring continuity of services from elementary to middle grades.

Grades 9-12: In high school, the four-year Differentiated Education Plan (DEP) guides academic planning and services for identified AIG students. Teachers, school counselors, and instructional staff collaborate to monitor student progress and ensure ongoing support. Students are encouraged to engage in a rigorous, personalized course of study aligned with their interests, strengths, and post-secondary goals. High schools offer open enrollment for advanced coursework, allowing students who meet the necessary requirements to participate. All students who score a Level 5 on End-of-Course (EOC) assessments are strongly encouraged to enroll in advanced classes. Opportunities include Honors, Advanced Placement (AP), AP Capstone, NCSSM Connect, Credit by Demonstrated Mastery (CDM), Career and College Promise (CCP), Governor's School, and other advanced options that promote college and career readiness. Students are encouraged to engage in a rigorous, personalized course of study aligned with their interests, strengths, and post-secondary goals.

Students and parents are welcome to meet with the school at any time to request changes to the DEP.

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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.

District Response:

I. Collaboration with school personnel to develop students DEP to address social and emotional needs for AIG students.

Time for collaboration is provided at both the school and district levels, with most collaboration occurring at individual schools based on specific needs. Classroom teachers and AIG Program Specialists regularly consult with trained school counselors to support the social and emotional needs of AIG students. While evaluations of these collaborative efforts have identified some district-wide areas for growth, most needs continue to be driven by individual student and school contexts.

II. Comprehensive services to meet the social and emotional needs of students system-wide:

Monthly system-wide guidance counselor meetings are held. The social and emotional needs of the AIG students are discussed for awareness and training purposes.

Coordinating with MTSS, Burke County has adopted the following programs to address social- emotional needs of students. In the elementary setting, the Second Step program is implemented by classroom teachers and school counselors to help AIG students better understand their emotions, manage stress and anxiety, and make responsible decisions. At the middle school level, CharacterStrong is used to foster social-emotional competence, build character, and

strengthen educator-student relationships. In high school, students are strongly encouraged to engage in a variety of enrichment opportunities, including academic clubs, fine arts programs such as band and chorus, and community service through local nonprofit organizations.

AIG Specialists create and facilitate an online platform to allow for an open line of communication with students. This allows the AIG Specialists to build virtual connections while providing opportunities such as art activities, breakouts, surveys, check-ins, and quick feedback.

The BCPS AIG website features a dedicated parent resource section that offers families access to articles, websites, and activities focused on the social-emotional needs of AIG students—such as addressing perfectionism and asynchronous development.

A team of support staff attends DEP meetings to help ensure a whole-child approach is emphasized in planning and instruction for AIG students. BCPS is committed to nurturing the academic, social, and emotional development of gifted learners through this holistic lens. Teachers and parents are encouraged to collaborate with school counselors when an AIG student requires additional social-emotional support. Ongoing training, increased awareness, and open communication are key components in providing effective support for students and their families.

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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.

District Response:

I. BCPS AIG Program and Services Alignment to BCPS Strategic Plan

The BCPS Strategic Plan has a strong focus on Academic Opportunities for All. Burke County Public Schools' All-in Promise supports the growth of students, faculty/staff members, and the community by providing learning opportunities for all.

To promote consistency across the district, BCPS AIG purchases instructional materials at the district level. The Elementary and Secondary Coordinators collaborate with teams of department chairs, instructional coaches, and master teachers to review and select resources aligned with the North Carolina Standard Course of Study (NCSCOS). These materials are then reviewed by AIG Program Specialists to ensure they provide appropriate differentiation and academic challenge for gifted learners.

Supplemental resources, including textbook extensions and digital tools, are aligned with individual student needs and documented in each student's Differentiated Education Plan (DEP). When students require ongoing enrichment in reading and math, classroom teachers depend on AIG Program Specialists to recommend and help gather appropriate materials to support differentiated instruction.

Throughout the school year, AIG Program Specialists engage in ongoing professional conversations with classroom teachers to support the diverse needs of advanced learners. These discussions often include questions such as, “I have a student who finishes work early—what resources can I use to challenge and extend their learning?” or “I’m working with a student who becomes frustrated and shuts down after making a mistake. How can I support this bright, perfectionistic learner?”

The BCPS AIG program is designed to address the unique academic, social, and emotional needs of each identified student. The Advanced Learning Department is committed to meeting students where they are and helping them grow in all areas of development. Additionally, AIG Program Specialists are given time to participate in MTSS meetings, providing targeted support for twice exceptional and multilingual learners as needed.

The Advanced Learning Department continues to evaluate the effectiveness of materials and designate materials for specific grade levels, subjects, and student interests as well as any cross-grade level content.

II. The needs of AIG Learners in District Policy:

The following BCPS Board Policies include the AIG student:

3000- Education Program

4000- Students

5000- Community Relationships

6000- Support Services

7000- Personnel

The AIG Department's goal is to communicate, collaborate, and ensure that board policies that relate to AIG students and the overall program are effective and current practices.

III. Curriculum Partnerships

AIG Program Specialists continue to collaborate closely with other departments in BCPS to ensure services for gifted learners are fully integrated within the district’s instructional framework. Regular discussions with Exceptional Children (EC), English Language Learner (ELL) teams, and Elementary and Secondary Coordinators help ensure that all students receive a high-quality, equitable educational experience. Leadership team meetings frequently focus on key areas such as curriculum alignment, instructional resources, testing accommodations, assessment planning, differentiated instruction, and professional development.

Monthly Curriculum and Instructional Support (CIS) meetings bring together instructional coaches and coordinators from across BCPS. These meetings serve as a platform for sharing strategies to enhance student learning, support social and emotional well-being, foster cross-department collaboration, and plan meaningful, district-wide professional development.

Many district programs—including both in-person and online learning opportunities—are adapted to meet the individual needs of AIG students. Best practices such as project-based learning, inquiry-driven instruction, and the integration of high-level questioning techniques are emphasized across all grade levels. In alignment with the North Carolina Standard Course of Study (NCSCOS) and Common Core State Standards (CCSS), students engage with document-based activities that promote critical thinking, analysis, and real-world application of knowledge.

The AIG Department regularly evaluates the effectiveness of the resources and instructional practices outlined in Practice A to determine which units are most successful and to identify key concepts for each grade level. This process is ongoing and dynamic, requiring continuous updates in content knowledge and professional training.

The instructional strategies and tools referenced above are implemented district-wide as part of a cohesive effort to align the AIG program with overall instructional goals. Teachers and principals have expressed a growing need for localized professional development focused on differentiation and the effective use of newly acquired AIG resources. In response, some educators have requested AIG Share Sessions—collaborative opportunities to exchange ideas, strategies, and successful practices with peers to better support gifted learners in the classroom.

IV. Program Goals:

Teachers, parents, and administrators engage in ongoing, student-centered conversations at each school to address both the academic and social-emotional needs of gifted learners. In some cases, students require advanced coursework or enrichment opportunities that fall outside the typical course offerings of the district. When this occurs, the AIG Coordinator or Program Specialists collaborate with families to explore appropriate options and develop personalized learning pathways.

The AIG Department is committed to going beyond the traditional schedule to meet students where they are—academically and developmentally—when they demonstrate readiness for increased challenge. For example, discussions have included options such as enrolling students in online high school-level courses during seventh or eighth grade, early access to Math I in middle school, or advocating for advanced placement in core content areas as students transition to high school. For rising 9th graders, the AIG team often works with school counselors and administrators to ensure placement in honors, Advanced Placement (AP), or other rigorous coursework that aligns with the student's abilities and goals.

All decisions are made with careful consideration of the student’s intellectual readiness as well as their social and emotional well-being, ensuring a balanced and supportive approach to advanced learning.

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

District Response:

I. Various Grouping Strategies

In Burke County Public Schools, AIG elementary students are placed into homerooms and grouped for reading and math instruction based on identified needs, as documented in their Differentiated Education Plans (DEPs). These students receive instruction from certified AIG classroom teachers. To support ongoing growth, teachers regularly analyze a variety of data sources—including EVAAS, EOG results, NC Check-Ins, STAR Assessments, mCLASS data, and Lexia levels—to adjust groupings throughout the school year. Additionally, teachers are encouraged to use pre-assessments to inform differentiation and create flexible instructional groups tailored to students' evolving academic needs.

At the middle school level, AIG students are also placed in rigorous reading and math courses aligned with their DEPs and taught by certified AIG teachers. Similar to the elementary setting, pre-assessments are used to drive differentiated instruction and maintain flexible grouping. Students demonstrating a need for further acceleration or enrichment may be given opportunities to participate in online courses through North Carolina Virtual Public Schools (NCVPS). Placement decisions for NCVPS are made collaboratively by teachers, parents, school counselors, and administrators to ensure each student is supported both academically and developmentally.

High school AIG students are encouraged to engage in a rigorous, personalized course of study aligned with their interests, strengths, and post-secondary goals. High schools offer open enrollment for advanced coursework, allowing students who meet the necessary requirements to participate. All students who score a Level 5 on End-of-Course (EOC) assessments are strongly encouraged to enroll in advanced classes. allowed to choose their academic pathway based on their interests, future goals, and needs. These options are communicated to parents and students through the 9-12 DEP process, high school transition nights, high school course catalogs and registration forms. Opportunities include Honors, Advanced Placement (AP), AP Capstone, NCSSM Online, Credit by Demonstrated Mastery (CDM), Career and College Promise (CCP), Governor’s School, and other advanced options that promote college and career readiness. Students are encouraged to engage in a rigorous, personalized course of study aligned with their interests, strengths, and post-secondary goals.

Definitions:

Grouping - an arrangement of or set of students who have something in common.

- Within-Class: Students within a class are placed into smaller homogenous groups for instruction based on a certain criteria (small group instruction).
- Between-Class: Students of the same grade from different classrooms are placed based on a certain condition, such as above, average, typical, or needing support classes. This is typically based on a pre-assessment and is flexible.

- Cross-Grade Subject: Students of different grade levels are placed together based on the same needs (e.g., different grade levels groups for reading instruction).

Enrichment Classes - AIG students attend the STEAM Academy two to three times a year for engaging field trip experiences facilitated by AIG Specialists. During these visits, students collaborate on a problem-based unit of study designed by the specialists, integrating Science, Technology, Engineering, Art, and Math. These hands-on opportunities foster the development of durable skills and mindsets, while also promoting leadership, problem-solving, and creative thinking.

II. Facilitate Effective Instruction

The AIG Department collaborates with MTSS teams to plan flexible groupings and classroom configurations that allow for dedicated time for both intervention and enrichment, beyond the services outlined in students' DEPs. This process involves analyzing academic data alongside information on attendance, behavior, and social-emotional needs to support a whole-child approach within the Multi-Tiered System of Supports (MTSS) framework.

* **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.

Practice E

Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to AIG education, and the local AIG program and plan.

District Response:

I. Provide access to the local AIG program and other resources

The AIG Coordinator regularly attends administrators' meetings to provide program updates, address questions, and gather feedback from principals. School-Based Coordinators (SBCs) share AIG-related information during faculty meetings or as needed when new initiatives or updates arise. AIG Specialists support classroom teachers by providing training and sharing research-based strategies tailored to the needs of gifted learners.

To further support educators, the AIG Department offers a comprehensive local endorsement course through Canvas. This training covers key topics such as the history of gifted education, characteristics and needs of AIG students, effective use of technology, and strategies for differentiation and flexible grouping.

Communication across the district is maintained through multiple platforms, including email, the all-call messaging system, the BCPS AIG website, Google Classroom, and the BCPS Advanced Learning Facebook page. Teachers can access instructional resources through the AIG website, including advanced novel checkout lists and digital tools such as Word Roots, Hands-On Equations, and Math Superstars. Parents are also encouraged to visit the site for both general district information and specific resources designed to support families of gifted learners.

The BCPS AIG Website includes:

- AIG Handbook (This digital folder communicates identification procedures and houses forms to support teachers and families; updated throughout the year as needed)

-AIG Overview (for parents and other stakeholders, available electronically and in print)

-K-2 Talent Development Resources

-AIG Program Overview Brochure

-DEP Loom

-AIG Asynchronous PD Links

-AIG Booster Shots

-NCDPI Learning Labs

-Virtual AIG Curriculum Resources

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

District Response:

I. Ensuring Staff Awareness of Student Identification and Supports

School-Based Chairs (SBCs) are provided with AIG homeroom rosters from Infinite Campus, including students' areas of identification. These rosters are shared with each AIG teacher to support appropriate instructional planning. Teachers also have direct access to AIG identification information in Infinite Campus. In addition, SBCs communicate specific student needs—such as those of twice-exceptional learners—to homeroom teachers to ensure individualized support.

The AIG Coordinator presents relevant program updates at administrators' meetings and SBC meetings, particularly prior to key transition periods throughout the year. SBCs, in turn, share this information with principals and staff during faculty meetings or as needed when updates arise. AIG Program Specialists further support communication by sharing information with schools through PLC meetings, individual teacher consultations, parent conferences, and email correspondence.

AIG Program Specialists collaborate with school staff to verify AIG placement for students transferring into the district from other school systems. This process involves reviewing previous identification documentation, such as evaluation data, student records, and gifted service plans, to determine alignment with Burke County Public Schools' AIG criteria. Students identified as gifted in their previous district are grandfathered into the BCPS AIG program to ensure continuity of services and minimize disruption to their learning. When necessary, specialists consult with families, previous districts, and school-based teams to ensure accurate placement.

II. School Transitions

At the end of each school year, School-Based Chairs (SBCs) participate in a transitional meeting to ensure continuity of services for AIG students. Prior to the meeting, SBCs are instructed to complete an inventory of AIG folders, organize the contents, and transition folders for students in grades 2nd–4th and 6th–7th within their school's filing system. For students transitioning to middle or high school, SBCs bring 5th and 8th-grade folders to the meeting along with a comprehensive list that includes student names, areas of identification, and individualized notes. These materials are then handed off to the receiving middle or high school SBC. Time is allotted during the meeting for SBCs to review folders and discuss the specific academic, social, and emotional needs of incoming students.

Teachers, school counselors, and AIG Program Specialists collaborate to address students' specific needs outlined in their Differentiated Education Plans (DEPs). To support a smooth transition from middle to high school, 8th-grade students and their families are invited to attend a 9–12 DEP meeting at the high school. During this meeting, families receive important information about advanced academic opportunities available at the high school level. The high school School-Based Chair (SBC) presents details about honors courses, Advanced Placement (AP) offerings, and the AP Capstone program.

Additionally, county-wide open house events are held at both middle and high schools, providing families with the opportunity to learn more about available courses and academic pathways. These events encourage parents to engage with school counselors, teachers, administrators, and AIG staff to help guide their students' educational planning.

The AIG Department regularly shares updates through both district and school webpages to keep families and staff informed. AIG Program Specialists collaborate closely with teachers and instructional coaches to support a smooth transition for students across grade levels. Aligned with school feeder patterns, these specialists follow students from elementary through middle and high school, allowing for consistent support and relationship-building. This strategic placement strengthens connections with students, parents, teachers, and administrators. It also enables the AIG team to effectively monitor and respond to students' academic, social, and emotional needs throughout their educational journey in Burke County Public Schools.

* **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.

I. Grade Level or Subject Acceleration Options

The process for acceleration follows the "Developing Academic Acceleration Policies: Whole Grade, Early Entrance & Single Subject", November 2018, created by the Acceleration Institute. Burke County Public Schools (BCPS) implements a comprehensive, integrated acceleration system designed to support the whole child. This system takes into account a range of factors including student attendance, physical development and coordination, behavior, academic performance, cognitive ability, attitude toward challenge, work habits, grades, extracurricular involvement, and the perspectives of both the student and their family regarding acceleration.

When acceleration is being considered, a collaborative meeting is held with the AIG Coordinator, school principal, classroom teacher(s), and parents to review the data and determine the most appropriate educational pathway for the student. All acceleration decisions are grounded in demonstrated need, supported by documented evidence of high achievement and readiness.

The AIG Department explores two primary types of acceleration:

- Content-Based Acceleration, which allows students to access advanced content, skills, or concepts earlier than typical for their grade level.
- Grade-Based Acceleration, which enables students to progress through the K–12 system in fewer years by advancing to a higher grade level on a full-time basis.

Examples of grade-based acceleration include whole-grade skipping, early entrance to kindergarten, and grade telescoping. These decisions are made thoughtfully to ensure that each student is placed in a learning environment that is both appropriately challenging and developmentally supportive.

II. Acceleration Options:

Teachers are encouraged to pre-assess students on each new unit of instruction to allow for flexible grouping, compacted curriculum, acceleration, or enrichment.

In elementary and middle schools, the following are examples of Internet-based programs used to accelerate or compact the curriculum to meet students' specific needs in reading and math: Renaissance, Zearn, Freckle, Lexia, Read Theory, NewsELA, RedInk, and Major Clarity.

At the high school level, the following options may be utilized:

Credit Demonstrated by Mastery (CDM)

Dual Enrollment (CCP)

Compacted Curriculum

Major Clarity

The BCPS follows the NCDPI state guidelines for the Credit Demonstrated by Mastery protocol and process. The BCPS CDM forms are available on the AIG Website for students and parents to review the process. The FAQs are available for parents. When a DEP is being reviewed for a student's needs, the CDM options are discussed and reviewed for possible high school credit.

Local Internships

Community opportunities are in place for the AIG Student to participate in local business and industry internships, mentoring roles, and job shadowing. Examples include Carolinas Medical Health Care System, local non-profit agencies, and local musicians and artists.

Distance Learning

Students can enroll in the following dual enrollment acceleration programs with prior approval: College and Career Promise (including opportunities for early graduation), online course work from schools across the nation (with prior approval), Apex and NCVPS, Project Lead the Way (PLTW courses and classes from the North Carolina School of Science and Math (NCSSM Connect).

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

District Response:

I. Opportunities for ALL students

BCPS currently identifies and serves AIG students in grades 3-12 and provides a talent development program for all K-2 students. The talent development program includes PETS lessons that are given at least twice a year to every K-2 child, including under-represented populations. Primary Education Thinking Skills (PETS) provides instruction in divergent, convergent, visual/spatial, and evaluative skills. This instruction helps all students develop higher-order thinking skills and provides a diagnostic tool for teachers to use when identifying AIG students. Teachers collaborate and receive feedback from EC, ELL, Title I, universal screenings, and MTSS data. Data can be analyzed from various departments to provide support for all potential AIG students.

The AIG Department provides intentional talent development programming designed to support and grow student potential across all grade levels. Key goals of this programming include:

-Nurturing potential and increasing identification among young (K–2) learners

-Supporting and expanding access for underrepresented AIG populations

-Building foundational knowledge and skills that may lead to future identification

-Offering ongoing academic and personal guidance for students in grades K–12

-Encouraging enrollment in rigorous and advanced coursework

-Addressing students' academic and intellectual strengths through targeted instruction

-Supporting areas of weakness by developing coping and problem-solving strategies

-Promoting healthy social and emotional development throughout K–12

-Providing intentional academic and career advising for students in grades 6–12

-Assisting students in grades 11-12 in securing internships through community and business

partnerships

The BCPS AIG Website includes advanced learning resources that are available to any student in the county. These resources include PBL projects, Breakouts, online Word Roots and Hands-On Equations materials, access to digital advanced novels, etc.

* **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.

District Response:

I. Opportunities for AIG Students in Extracurricular Activities and Talent Development

Burke County Public Schools (BCPS) offers a wide range of extracurricular and enrichment opportunities designed to cultivate student talent, promote equitable access to advanced learning, and encourage the development of potential in both formally identified AIG students and those demonstrating high ability or

emerging giftedness. These offerings are a key part of the district's talent development efforts and are available across all schools in the district.

Extracurricular Activities Offered Across BCPS Include:

- Academic Competitions: Spelling Bee, MATHCOUNTS, Science Fair, Battle of the Books, DAR Speech/Essay Competition, Quiz Bowl, and Soil and Water Conservation Speech/Essay Competition.
- STEM and Innovation Opportunities: PLTW Morganton Art, Design, and Engineering (MADE) Competition, Middle School Robotics Competition, Elementary Robotics Competition, and BCPS Summer Camps.
  Performing Arts and Creative Expression: Band, Chorus, Chamber Singers, Wind and Jazz Ensemble, Theater productions, and Art Showcases.
- Service and Leadership: Model UN, National Honor Society, Anchor Club, Student Government, and school-based leadership programs.
- Athletics and Clubs: A wide variety of athletic teams and over 25 interest-based clubs system-wide support students' social and emotional development and promote peer collaboration.

AIG-Specific Enrichment Initiatives:

The AIG Program Specialists facilitate a district-wide Elementary Robotics Competition each spring to introduce younger students to coding, app development, and problem-solving through hands-on robotics. This initiative supports early talent development in computer science and engineering and serves as a feeder program for more advanced middle and high school robotics and engineering opportunities.

STEAM Enrichment Units (Grades 3–8):

All AIG students in grades 3–8 participate in STEAM enrichment two to three times per year at Western Piedmont Community College. These interdisciplinary units are aligned with the NC Science Standards (NCSCOS/NGSS) and often involve partnerships with the North Carolina School of Science and Mathematics (NCSSM) and local industries. Past units have included:

- Aerospace Engineering & Drones
- AgTech Innovation
- Chemistry
- Oceanography

- Mars Exploration
- Nanotechnology
- Biomedical Engineering
- Neuroscience

These units integrate hands-on learning, critical thinking, and real-world application, providing students with meaningful opportunities to explore emerging fields and connect their learning to potential future careers in STEM-related industries.

Talent Development and Frontloading Practices:

To broaden access to advanced learning pathways, BCPS supports frontloading strategies across the 4-12 continuum. Teachers and AIG Program Specialists work collaboratively to identify students with high potential who may not yet be formally identified. These students are offered enrichment activities, academic mentoring, and exposure to higher-level thinking tasks to nurture their emerging abilities. Pre-assessments, formative data, and teacher recommendations inform these practices.

Transition and Advocacy Opportunities:

At middle and high school transition nights, rising students and their families are invited to attend informational fairs where clubs, academic teams, athletics, and elective offerings are showcased. These events are designed to help families make informed decisions, build excitement about new opportunities, and support the social integration of AIG students as they transition to new environments.

Student Choice and Equity in Participation:

At each Differentiated Education Plan (DEP) meeting, it is clearly communicated district-wide that participation in academic competitions or enrichment programs is not a requirement for AIG students. Participation is based on student interest, strengths, and personal goals. Each school outlines its available extracurricular and talent development programs, ensuring students and families understand the options and how to get involved.

Through a combination of academic enrichment, leadership opportunities, and personalized student pathways, BCPS continues to promote a mindset of excellence and inclusion in advanced learning—ensuring that all students with potential are supported, challenged, and inspired.

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

Practice J

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

Burke County Public Schools (BCPS) offers a wide range of extracurricular and enrichment opportunities designed to cultivate student talent, promote equitable access to advanced learning, and encourage the development of potential in both formally identified AIG students and those demonstrating high ability or emerging giftedness. These offerings, as presented in Practice I, are a key part of the district's talent development efforts and are available across all schools in the district.

Technology Collaboration to Promote STEM Exposure and Education:

The AIG Department works closely with the Instructional Technology Department to ensure students and teachers have access to innovative tools and platforms that support STEM learning. AIG Program Specialists collaborate with instructional technology facilitators to:

- Integrate coding, robotics, and digital design tools into enrichment opportunities.
- Provide professional development for teachers on using STEM-related technologies in the classroom. (e.g., Robotics coach support)
- Enhance student access to virtual enrichment resources through online platforms (e.g., Breakout EDU).

The AIG Department also partners with elementary and secondary instructional support teams to design high-quality enrichment and summer bridge learning resources. AIG Program Specialists and instructional coaches co-create:

- Lesson plans and resource guides for summer bridge programs to address potential learning gaps and nurture high-potential students.
- Optional enrichment packets for students in grades 3–8, often aligned to the Math and ELA standards, with a focus on inquiry-based learning and critical thinking.
- Talent development activities for students not yet identified but showing promise in specific content areas.

Communication with Families about Summer Opportunities:

To increase awareness and participation in summer enrichment opportunities—such as camps offered by NCSSM, NCCET, and other local/state partners—the AIG Department uses multiple communication platforms:

- Digital flyers are shared through the BCPS AIG website under the Parent and Student Resources section.
- Social media posts are shared via the BCPS Advanced Learning Facebook page to reach families in real-time.
- Information is also disseminated through school newsletters, email communications, and school counselors, ensuring equitable access to enrichment opportunities for all interested students.

These collaborative efforts help ensure that instructional planning remains inclusive, differentiated, and connected across all grade levels, promoting equitable access to advanced learning opportunities for AIG and high-potential students year-round.

Sources of Evidence:

Research documents to address needs listed on webpages (school and district)

Materials purchased with state AIG funds (Code 034 budget)

List of resources available and used by teachers and specialists

List of technology components used by teachers and specialists

Teacher expectations list of curriculum and strategies

DEPs

AIG student profiles

Cross-grade level content- vertical planning

Grouping practices

Agendas for meetings (faculty, AIG teachers, support staff, and administrators)

Sign-in sheets from meetings results

Information from stakeholders: student, instructional support, parent/guardian surveys

Websites: district and school

DEPs- consistent service across district

DEP meeting information for transition from K-2 to grades 3-5 to grades 6-8 and to grades 9-12

Implementation of information from "Developing Academic Acceleration Policies: Whole Grade, Early Entrance & Single Subject", November 2018, created by the Acceleration Institute.

K-2 Talent Development Plan

Student participation

STEAM Trip calendar and permission slips

County-wide Academic Competition calendar (MathCounts, Spelling Bee, Speech Contest, Robotics, etc.)

*** Ideas for Strengthening the Standard**

- AIG Program Specialists collaborate with general educators, EC/ELL staff, counselors, coaches, and administrators to support students holistically.
- Regular coaching and consulting occurs via PLCs, email updates, meetings, and newsletters.
- Participation in MTSS ensures personalized support for twice-exceptional and multilingual AIG students.
- AIG Program Specialists curate and share differentiated instructional resources and model rigorous lessons.
- K–2 Talent Development Kits and PETS resources are used to nurture early potential.
- Digital Talent Development Desk Reference supports consistent early-grade enrichment.
- Grades 3–5 students receive DEPs reviewed annually to align services with student needs and growth.
- Cluster grouping ensures access to differentiated instruction and curriculum compacting.
- Enrichment tools like Junior Great Books, Hands-On Equations, and Jacob's Ladder promote critical thinking.
- Middle school DEPs are updated yearly, supporting transitions and ensuring appropriate class placement.
- High school students have 4-year DEPs aligned with personal strengths and post-secondary plans.
- Advanced course opportunities (Honors, AP, CCP, CDM, NCSSM, Governor's School) are encouraged and accessible.
- Open enrollment policies ensure equitable access to rigorous coursework regardless of demographics.
- Students and families may request updates to DEPs at any time to ensure continuous alignment.
- DEP development includes social-emotional goals in collaboration with support staff.
- School counselors and AIG Specialists consult regularly to provide individualized SE support.
- Monthly guidance counselor meetings promote district-wide awareness of AIG SE needs.

- Implementation of **Second Step** (elementary), **CharacterStrong** (middle), and enrichment options (high school) address grade-specific SE development.
- Online AIG platforms offer virtual SEL support (surveys, activities, art prompts, check-ins).
- AIG website features a parent resource section targeting SEL topics like perfectionism and asynchronous development.
- Teachers and parents are encouraged to work with counselors for targeted SE support.
- DEP meetings include support staff to promote whole-child planning and services.
- Ongoing SEL training and open communication help address emerging AIG needs.
- AIG services are directly aligned with the BCPS Strategic Plan and “All-in Promise” for inclusive excellence.
- Instructional materials are purchased centrally and vetted by cross-functional teams and AIG Specialists for rigor and alignment.
- Differentiation tools and digital extensions are included in DEPs to support individualized instruction.
- AIG Program Specialists participate in professional dialogues with teachers, encouraging creative enrichment strategies.
- Materials are evaluated continually to match student interest, need, and curricular relevance across grade bands.
- DEPs are living documents tailored through collaboration and ongoing assessment of academic and SEL growth.
- MTSS collaboration ensures targeted services for multilingual and twice-exceptional learners.
- Policies promote access to enrichment opportunities regardless of socioeconomic background or demographics.

Planned Sources of Evidence

*	PETS lessons in Google Classroom
*	PD sessions with teachers and sign in sheets for 24-25
*	Elementary Robotics Training videos and compeition schedules

Documents

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

Burke County Schools (120) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

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

BCPS is committed to adapting the North Carolina Standard Course of Study (NCSCOS) to meet the academic and intellectual needs of advanced learners across all grade levels and subject areas. Differentiation is achieved through intentional design of curriculum and instruction that enriches, extends, and accelerates core standards, ensuring access to meaningful academic challenges for all AIG-identified students.

I. Developing Differentiated Curriculum

BCPS establishes district-wide expectations for differentiation by using the NCSCOS as an entry point and customizing instruction based on student readiness, interest, and ability. Instruction is not limited to grade-level pacing; instead, the curriculum is extended and enriched to meet advanced learning needs. The district supports this through:

-A 30-hour local endorsement course for all teachers of identified AIG students, focusing on differentiation strategies, research-based curriculum models, and instructional planning aligned to the needs of gifted learners.

-Concept-based units and interdisciplinary projects that integrate standards from ELA, math, science, and social studies, enabling deeper connections and critical thinking across subjects.

-A consistent approach to developing enrichment and acceleration options embedded in the school day and across the curriculum.

II. Differentiation by Instructional Staff

Differentiation is implemented collaboratively by classroom teachers, AIG Specialists, instructional coaches, and content area staff. Specific strategies include:

-Curriculum Compacting: Reduces redundancy in mastered content and creates space for deeper learning or acceleration.

-Flexible Grouping: Within-class, between-class, and cross-grade grouping are used to group students by readiness, especially in ELA and math.

-Tiered Assignments and Learning Contracts: Allow for student choice, independent projects, and extensions beyond grade-level expectations.

-Project-Based and Problem-Based Learning: Encourages students to explore real-world scenarios tied to the NCSCOS through sustained inquiry and creative problem solving.

-Co-Teaching Models: AIG Specialists model and co-plan instruction with teachers to tailor activities for gifted learners.

-Technology Integration: Digital tools and learning platforms (e.g., Canvas, Schoolnet) support accelerated pacing, choice boards, and individualized learning pathways.

III. Acceleration and Enrichment Opportunities

The district ensures a variety of enrichment, extension, and acceleration options across all grade levels:

Elementary & Middle School:

-PETS (Primary Education Thinking Skills) for talent development in K–2

-Cluster grouping and subject acceleration based on performance and readiness

-Curriculum compacting and independent study contracts

-Cross-grade grouping where appropriate

-STEAM Academy field trips, STEM Labs, Socratic Seminars, NCVPS, and academic competitions

High School:

-Advanced Placement (AP) courses across disciplines

-Dual enrollment through Western Piedmont Community College and Burke Middle College

-Career and Technical Education (CTE) courses with embedded STEM focus

-Self-paced instruction, credit by demonstrated mastery, and independent studies

-NCSSM Connect Courses, NCVPS, AP Capstone Pathway, NC Governor’s School

-Academic and Fine Arts competitions

IV. Subject-Specific Differentiation Resources

Math: Balanced Math, Hands-On Equations (Fractions), Math Superstars, Marilyn Burns Fraction Kits, and STEM Challenges.

ELA: Junior Great Books, Jacob’s Ladder, Word Roots/Word Within a Word, Socratic Seminars, and advanced novel studies.

Integrated Resources: Project-Based Learning units, Breakout EDU, Silverquicken resources, NCDPI Learning Labs, and talent development resources and IQ based games

All instructional strategies and curriculum resources are housed on the AIG section of each school’s curriculum dashboard, with additional support available through the AIG website and the AIG Department.

V. District Support and Capacity Building

To sustain quality differentiation across the district, BCPS provides:

-Common Planning Time: For AIG Specialists and classroom teachers to co-plan differentiated instruction and align enrichment opportunities with grade-level standards.

-Instructional Coaching and Modeling: Specialists and coaches provide in-class support, resource sharing, and feedback on implementation of differentiation.

-Technology Tools and Personalized Learning: Online platforms help tailor instruction to student needs and track progress.

-Whole-Day and Extended Enrichment Experiences: Enrichment clusters, academic camps, and field-based learning support long-term, in-depth exploration of advanced content.

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

The AIG Specialists meet regularly with AIG teachers in their schools. They will collaborate with the teachers concerning assessment data, resources, technology, and professional development opportunities. Materials are provided to assist teachers with differentiation for their students.

AIG Specialists will utilize data gathered from a district-wide survey—completed by AIG students, teachers, and parents—to assess students' identified abilities, readiness levels, and interests. This information will guide the selection of instructional strategies tailored to meet the unique learning needs of AIG

students. In collaboration with the AIG School-Based Chair, AIG Specialists will also support classroom teachers in developing learner profiles that highlight students' strengths and areas of identification, ensuring that instructional approaches are appropriately aligned to support their growth.

AIG specialists provide consultative services at their assigned schools. The specialist meets regularly with administration, counselors, teachers, and other school staff to ascertain the unique and specific needs of the AIG student population. The specialist helps teachers analyze assessment data, shares evidence-based instructional strategies and provides resources tailored to meet the unique needs of the school and student population. The specialist is also available at the school level to provide targeted professional development. With the one to one technology initiative being implemented in the district, the specialist also collaborates with instructional technology facilitators to assist teachers in integrating technology with AIG students.

The district realizes that AIG students may require curriculum modification to reach their academic potential, as well as meet their cognitive and social emotional needs. As a result, the district endeavors to provide a wide variety of services that respond to students' identified abilities, readiness, interests, and instructional needs.

* **Practice C**

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

The district's one-to-one technology initiative at the elementary and middle school level has greatly enhanced the variety of resources being used in classrooms to augment curriculum and instruction.

Elementary Teachers in K-2: use data in the following areas to determine if/when differentiation is needed: pre-assessment, MClass, STAR Math, STAR Reading, Lexia, Zearn, district benchmarks, PETS/SAGES.

Acceleration/Enrichment/Extension Opportunities:

AIG resources such as: Beginning Word Roots, Jacob’s Ladder, Junior Great Books, Advanced Novels, NCDPI Learning Labs, PETS Lessons, Developing Hands-On Equations Fractions, Math Superstars, Lollipop Logic, etc. are used during small group math and reading instruction based on student need. Some online versions are available to be used at home for differentiated homework. Teachers have access to print resources from the district’s AIG website.

Each school has a copy of PETS Book (K-2), IQ Based Talent Development games, as well as digital access and copies of the Building Thinking Skills series.

Elementary Teachers in grades 3-5: Use data in the following areas to determine if/when differentiation is needed: pre-assessments, STAR Math, STAR Reading, Lexia, Zearn, district benchmarks, SchoolNet tests, and formative assessments, standardized test data (e.g., BOG, EOG, IOWA, CogAT).

Acceleration/Enrichment/Extension Opportunities:

AIG resources such as: Word Roots, Hands-On Equations, Math Superstars, Marilyn Burns Fraction Kits, NCDPI Learning Labs, advanced novels, Canvas modules, Jacob’s Ladder, PBL Units, Junior Great Books, etc. are used during small group math and reading instruction based on student need. Some online versions are available to be used at home for differentiated homework. Students also participate in STEAM field trips.

Teachers in grades 6-12: Use data in the following areas to determine if/when differentiation is needed: district benchmarks, pre-assessments, and formative assessments, standardized test data (eg. BOG, EOG, IOWA, CogAT).

Acceleration/Enrichment/Extension Opportunities:

Curriculum Compacting, Subject Acceleration, online apps and computer software, advanced novel studies, Hands-On Equations, MLA research, Socratic Seminars, Paideia, independent study, problem/project based learning, NCSSM Connect, NCVPS, AP Capstone Pathway, NCDPI Math Wiki, Math STARS, Super Star Math, Problem Solving Cards, Project Lead the Way, STEM labs, enrichment time built into the school day, Career and College Promise, Burke Middle, online summer classes, CDM, educational field trips, college tours, internships, academic clubs and competitions, outside academic camps.

The AIG department will establish a strong connection with the student services department to collaborate on developing instructional strategies that better meet the social and emotional needs of our AIG students. STEAM units will incorporate SEL, mindfulness, reflection, and collaborative discussions that address relevant social-emotional needs.

The AIG department will provide SEL objectives targeted towards AIG students through the “One Book, One School” initiative and Junior Great Books discussions in the form of socratic seminars. At the elementary level schools utilize the “Second Step” program to address SEL learning, “Character Strong” is utilized at the secondary level.

AIG Specialists will participate in collaborative planning and professional learning time to research and identify new strategies and resources to be used with AIG students.

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

I. Integration of Durable Skills in Real-World Contexts

BCPS is committed to fostering future-ready learners through the intentional development of durable skills and mindsets that support post-secondary success. These competencies are embedded in instructional design and student learning experiences that reflect real-world applications.

Across all grade levels and content areas, BCPS promotes the development of:

-Adaptability and Learner’s Mindset: Students engage in project-based learning (PBL), interdisciplinary STEAM units, and coding/robotics challenges that require iteration, feedback, and resilience in problem-solving, practices in mindfulness.

-Collaboration and Communication: AIG students work in teams during problem-solving projects, robotics competitions, and Socratic seminars to refine peer interaction and presentation skills. Tasks/activities are selected with team-building and collaboration in mind.

-Critical and Creative Thinking: Through academic competitions (e.g., Robotics, Quiz Bowl, etc.), interdisciplinary units, and exploratory research, students analyze complex issues and design innovative solutions.

-Empathy and Personal Responsibility: Service-learning opportunities and partnerships with community organizations deepen students' civic awareness and social-emotional growth.

Real-world learning is contextualized through:

-Job shadowing and career introduction through STEAM units

-Community-based problem-solving through STEAM units developed from interviews and visits with local businesses

-Dual enrollment opportunities via Western Piedmont Community College and NCSSM Connect

II. Implementation Strategies and Evidence-Based Resources

To support district wide, vertical integration of durable skills, BCPS is actively working toward:

-Curricular Integration Across Grade Spans: AIG Specialists collaborate with general education teachers to create integrated curriculum units that embed durable skills across all grade bands (primary to high school) and content areas. Units are aligned with gifted education best practices and the Depth and Complexity Framework.

-Use of NCDPI's Portrait of a Graduate: Educators are trained to use the Portrait of a Graduate as a resource hub for lesson planning, reflection tools, and assessments that promote the eight durable competencies. This framework guides lesson development, student goal-setting, and performance tasks.

Advanced-Level Student Experiences:

-Project Lead the Way (PLTW), STEAM Academy, and BCPS Summer Camps provide applied learning in advanced STEM fields.

-Finch and Hummingbird Robot Programming and App Design Projects (via the NCDPI grant) develop technical and soft skills in tandem.
-Virtual field trips and research-intensive online activities extend student learning into real-world contexts and deepen global awareness.

Professional Development: AIG Specialists and instructional staff receive targeted PD in areas such as:

-Universal Design for Learning (UDL)

-Social-emotional learning for gifted students, best practices for differentiation, serving underrepresented populations at the annual NCAGT conference

-Integration of technology and critical thinking tools (e.g., Quizlet, Lexia, Canvas)

III. Notable Opportunities Supporting Durable Skill Development

BCPS students participate in a wide range of high-engagement, skill-building experiences:

-Academic Competitions (BOB, Robotics, Science Fair, Quiz Bowl, MathCounts, Destination, Imagination, MADE Competition, Model UN, Speech Contest, DAR, Soil and Water Essays/Speeches)

-Partnerships and Dual Enrollment (WPCC, NCSSM)

-Service Projects (Habitat for Humanity, BUCM, school-based service clubs)

-Structured Dialogue and Reflection (Socratic Seminar, book talks, and various student clubs that promote collaboration and communication)

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

I. Variety of Assessments Used to Inform Instructional Decisions

BCPS employs a comprehensive and balanced assessment system that includes a variety of formative and summative tools to monitor student progress, drive instructional planning, and support differentiation for gifted and advanced learners. These assessments include:

-Pre-Assessments: Used at the beginning of units or courses to determine student readiness, prior knowledge, and mastery of content. Pre-assessments help identify students who require acceleration, enrichment, or scaffolding for gaps in understanding.

-Formative Assessments: These include teacher-developed checks for understanding, exit tickets, performance tasks, and project-based learning rubrics. Formative assessments are embedded in daily instruction to monitor student thinking and provide real-time feedback.

-Summative Assessments: Benchmarks and district-level assessments are aligned to state standards and mimic End-of-Grade (EOG) and End-of-Course (EOC) formats. These assessments measure mastery and guide long-term instructional decisions.

-Technology-Based Tools: Data is collected through platforms such as EVAAS, Schoolnet, Canvas, Infinite Campus, and teacher-created Google Forms or LMS quizzes to monitor growth and performance.

-Self and Peer Assessments: AIG students engage in reflection activities to assess their own learning and growth, fostering metacognition and learner autonomy.

II. How Assessment Data is Used to Differentiate Curriculum and Instruction

Assessment results are essential to differentiating instruction for AIG learners. Teachers will use data to:

-Accelerate learning for students who demonstrate mastery prior to instruction.

-Enrich and extend grade level content through advanced materials, independent studies, or real-world problem solving.

-Address gaps in prerequisite knowledge or skills through targeted intervention.

-Group students flexibly for collaborative work and targeted small group instruction.

-Develop individualized learning paths using curriculum compacting and tiered assignments to student readiness levels.

AIG Specialists will collaborate with general education teachers to analyze assessment data and design instructional adaptations based on student needs. Differentiation strategies include varied questioning, depth and complexity icons/prompts, and scaffolded performance tasks.

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

Burke County Public Schools (BCPS) understands that meaningful collaboration among instructional personnel is essential to meeting the diverse academic and affective needs of gifted learners. AIG students benefit from a responsive system of support that integrates differentiated curriculum and instruction across all learning environments. This system is sustained through the collective efforts of AIG Specialists, classroom teachers, instructional coaches, school counselors, administrators, and district-level leadership

I. Collaboration to Support Differentiated Instruction and Curriculum

Instructional personnel collaborate routinely to implement a differentiated curriculum for AIG students. Key structures that support this include:

-Professional Learning Communities (PLCs): AIG Specialists participate in PLCs to co-plan differentiated lessons, provide advanced content resources, and coach teachers on strategies such as curriculum compacting, tiered assignments, and depth and complexity icons.

-Instructional Coaches and Honors/AP Collaboration: Instructional coaches collaborate with AIG Specialists and content-area teachers to design, review, and refine coursework for Honors and Advanced Placement (AP) classes. An accountability advisory team reviews alignment of advanced course content with college and career readiness expectations, ensuring academic challenge for high-ability learners.

-Talent Development Dashboard and Instructional Rounds: BCPS integrates the use of tools such as the Talent Development Dashboard and Instructional Rounds to support reflective practice and ensure consistent implementation of differentiation strategies across classrooms. Instructional rounds provide valuable insight into where AIG practices are evident and where additional support may be needed.

-District Leadership and MTSS Involvement: The AIG Coordinator serves on district-level instructional teams, including the District MTSS Team, to ensure that gifted education is embedded in systemic academic and behavioral supports. Differentiation for advanced learners is an explicit part of the MTSS decision-making process.

II. Dedicated Collaboration Structures and Planning Support

To deepen collaboration and build instructional capacity:

Local Endorsement Course: BCPS leverages a local endorsement course for AIG, which provides dedicated time for classroom teachers to learn how to:

-Plan rigorous, advanced content across subject area

-Solve instructional challenges related to differentiation

-Share strategies to meet the unique SEL needs of AIG students

-Refine and evaluate the effectiveness of differentiated units and practice

Guiding Questions for Instructional Reflection: AIG Specialists use structured guiding questions when planning with teachers or meeting in PLCs, such as:
-Are AIG students appropriately accelerating or extending their learning?
-Are they provided with opportunities to struggle productively and not simply succeed with ease?
-Are tasks designed to engage students in deep thinking aligned with their strengths and interests?

Resource Sharing and Modeling: AIG Specialists share curated lesson examples, questions, and rigorous scenarios during team meetings. These materials support differentiation for all gifted learners, including multilingual learners, and are tailored to reflect cognitive and cultural diversity.

III. Integration of Affective and Academic Support

Recognizing that AIG students often experience asynchronous development, BCPS ensures that collaboration also supports affective needs:

-Social-Emotional Curriculum: In elementary and middle schools, classroom teachers implement the Second Step/Character Strong programs, which helps students develop self-awareness, empathy, emotional regulation, and executive functioning skills.

-Specialist and Counselor Collaboration: AIG Specialists consult with teachers to integrate social-emotional learning into academic tasks. When deeper support is needed, they collaborate with school counselors to provide individual or group interventions.

-Cross-School and Real-World Opportunities: Events like STEAM Academy field trips, the BCPS Summer Camps, and academic competitions foster collaboration among gifted peers and develop interpersonal and problem-solving skills in real-world contexts.

IV. Leadership Advocacy and Communication

-The AIG Coordinator regularly advocates for AIG student needs at district leadership and principal meetings, emphasizing how social-emotional factors may impact learning and performance.

-High school and middle school counselors collaborate with eighth-grade teams, CTE IC’s, and families to create four-year plans that challenge and support AIG students in preparation for post-secondary success.

-The AIG Department maintains a website and lending library offering research-based resources, effective education materials, and current trends in gifted education for staff and families.

*** Ideas for Strengthening the Standard**

- Implement concept-based interdisciplinary units that emphasize depth over breadth across ELA, math, science, and social studies.
- Utilize UbD (Understanding by Design) frameworks for planning differentiated curriculum centered on enduring understandings and essential questions.
- Create vertical alignment of enrichment and acceleration opportunities K–12 to ensure a logical, scaffolded progression of complexity.
- Expand use of curriculum compacting protocols to minimize repetition and free time for personalized enrichment.
- Use tiered lesson plans and performance tasks to challenge students at varying levels of mastery within the same classroom.
- Incorporate flexible pacing models, allowing acceleration through digital learning pathways, mastery checks, and independent study.
- Formalize co-teaching partnerships between AIG Specialists and content teachers for modeling best practices in differentiation.
- Offer demonstration classrooms where differentiated practices are regularly modeled and observed.
- Establish school-based differentiation leadership teams to monitor, support, and scale high-quality curriculum practices.
- Provide early access to high school-level content in middle school based on student readiness and teacher recommendation.
- Expand CDM (Credit by Demonstrated Mastery) options and promote access across diverse student demographics.
- In mathematics: Use of Challenge Math, problem-solving journals, and real-world applications like Math Olympiad.
- In ELA: Expanded use of Socratic Circles, thematic literary analysis, and writing portfolios tied to advanced texts.
- In science and integrated content: Engineering challenges, Genius Hour projects, and simulations (e.g., Model UN, mock trials).
- Utilize pre-assessment and formative data to continuously adjust depth, pace, and content of instruction.
- Implement learner profiles or digital portfolios that track academic strengths, interests, and SEL indicators.
- Use AIG student surveys and interest inventories to co-design enrichment experiences and independent studies.
- Schedule regular data review meetings among AIG Specialists, counselors, and teachers to analyze student progress and adjust strategies.
- Empower teachers with digital dashboards that display individual AIG student profiles, including DEP goals, readiness levels, and instructional history.
- Offer micro-PD (short, focused professional learning) on specific differentiation practices based on student needs and teacher feedback.

- Leverage the district's 1:1 technology initiative to provide choice boards, differentiated playlists, and virtual enrichment opportunities.
- Integrate adaptive platforms (e.g., Edgenuity, ALEKS, IXL) to offer personalized skill development and acceleration in core areas.
- Design cross-disciplinary capstone projects using digital tools such as Canva, Google Sites, Flip, and podcasting platforms.
- Use SEL survey data to inform grouping strategies and select learning activities that reflect students' emotional intelligence and collaborative styles.
- Connect students' passions and curiosities to service-learning, mentorships, or real-world challenges through Genius Hour or Inquiry-Based Learning.
- Promote student-led conferences where learners articulate their growth, advocate for instructional needs, and reflect on personal goals.
- Monitor participation and performance trends to ensure equitable access to advanced services for underrepresented AIG populations.
- Provide scaffolds and culturally responsive strategies that acknowledge varied backgrounds while maintaining high expectations.

Planned Sources of Evidence

*	STEAM, Hands on Equation, Enrichment Google Classrooms for AIG
*	Resources and materials that are provided to teachers, Canvas course for AIG, and AIG website
*	DEPs for students

Documents

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

Burke County Schools (120) 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.

I. Leadership requirements and expectations of AIG Coordinator in BCPS

BCPS requires that the AIG Coordinator possess the following:

Requirements:

-Gifted Licensed Educator

-Experience working with and supervising AIG teachers

-Experience supervising AIG program at the school level and at multi-levels

-Teaching experience that includes gifted students

-Experience working with parents of AIG students

-Experience and knowledge of K-12 curriculum

-Knowledge of the operations of schools, schedules, timelines, and growing needs regarding AIG program at the school level

-Knowledge and training in the areas of research based instructional strategies for AIG students: Differentiation, Curriculum Compacting, Cluster Grouping, Independent Study, Concept Based Teaching, Data Analysis- pre and post assessments

-Communicates well with teachers, students and parents

BCPS expects that the AIG Coordinator will manage the following:

Expectations:

-Develops, monitors, implements, and evaluates the Local AIG Plan

-Provides a digital AIG Handbook for staff that supports an understanding of the local AIG program services and roles of the staff

-Provides training for teachers and administrators on implementation of the Local AIG plan and AIG research-based best practice strategies

-Oversees the screening, referral, and identification processes at the district level

-Seek feedback from stakeholders to address program needs at the school level

-Attends MTSS meetings as needed to advocate for twice exceptional and multilingual learners

-Develops partnerships with AIG families and community to support the local AIG program

-Increase communication with stakeholders by utilizing technology available to schools and through system-wide resources

-Participates in regional and statewide meetings-conference calls, training sessions, webinars, conferences

-Collaborates with other district leaders to strengthen student learning

-Seeks grant funding for technology/STEM resources for AIG students

* **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.

AIG Program Specialists Assignments

The department employs four specialists that are AIG State Certified:

Each of the 4 AIG specialists are assigned to a high school feeder pattern. Each specialist serves between 3-4 elementary schools, 1-2 middle schools, and 1 high school.

AIG Specialists responsibilities include academic and intellectual services, as well as social and emotional services.

The academic and intellectual services include:

AIG Student Assessment and Data Management:

-Conduct annual assessments for prospective AIG students to ensure a thorough evaluation process.

-Establish and maintain a yearly screening pool for AIG nominee placement data, facilitating effective tracking and decision-making.

-Collaborate with the school's data manager to ensure the accuracy of the AIG roster in Infinite Campus, supporting reliable data management.

-Continuously review and analyze universal screenings, benchmarks, and summative data for all current and prospective AIG students, promoting data-informed instructional decisions.

-Complete required AIG paperwork and folder maintenance

-Sharing data with teachers and developing appropriate DEPs and/or interventions when warranted

-Participate in MTSS meetings when needed to support twice exceptional and multilingual learners

STEAM Academy:

-Organize two to three annual field trips to STEAM Academy for AIG students in grades 3-8, providing enriching experiences outside the classroom.

-Design engaging, hands-on science curriculum units that promote critical thinking skills for AIG students in grades 3-8, fostering a deep understanding of scientific concepts.

-Establish partnerships with local businesses to introduce students to STEM career opportunities within our community, enhancing their awareness of potential career paths.

Training and Implementation of AIG Resources for Classroom Differentiation:

-Empower School-Based Chairs (SBCs) by training them to become experts in AIG resources available at their respective schools.

-Oversee the management of AIG resources by SBCs to ensure effective utilization within each school.

-Provide K-12 teachers with training on differentiation methods and resource usage, with formal training sessions held twice a year and ongoing informal training available throughout the school year.

-Contribute AIG K-12 resources to the district's AIG website, ensuring easy access for teachers.

-Support the K-2 nurturing program by supplying teachers with both online and print resources and assisting in the implementation of the PETS program.

-Collaborate with classroom teachers to offer feedback on differentiation strategies for AIG students.

-Participate in professional development conferences and workshops, sharing new information and resources with teachers upon return.

-Model and co-teach lessons to demonstrate effective differentiation practices.

Communication with Stakeholders:

-Assist in planning and presenting during SBC meetings to facilitate effective communication and collaboration.

-Attend regular department meetings to share information with SBCs and teachers, promoting a cohesive approach to AIG education.

-Maintain open communication with the administration of assigned schools to ensure alignment and support.

-Facilitate annual DEP reviews with AIG families, ensuring they are informed and involved in the process.

-Participate in middle and high school transition nights to inform parents about advanced opportunities available at the middle and high school levels.

Robotics:

-AIG Specialists design, plan, and coordinate the annual county's elementary robotics competition.

-Recruit and train community leaders, instructional support staff, and technology specialists to fulfill specific roles during the competition.

-Provide professional development for elementary robotics coaches to enhance their skills in teaching students the mechanics and programming of robots to meet competition requirements.

-Offer ongoing professional development opportunities throughout the year, tailored to the needs of robotics coaches based on feedback collected through biannual needs assessment surveys.

-AIG Specialists oversee the robotics inventory, which includes ordering new parts, managing repairs, and staying updated on the latest robotics technologies.

The social and emotional needs services include:

Collaboration with Teacher Leadership and Support Personnel:

-Consulting and collaborating with other school personnel such as guidance counselors, behavioral specialists, school psychologists, ELL/EC teachers, instructional coaches, and instructional technology facilitators to further support teachers in delivering appropriate instruction to advanced learners and recognize and respond to the social/emotional needs of students

Training and Implementation of Social and Emotional Support Resources:

-The annual AIG Local Endorsement offers comprehensive training that enhances teachers' understanding of the social and emotional needs of our AIG students.

-Training sessions on advanced novels and Junior Great Books specifically address these needs, ensuring our students receive the support they require.

-Professional Learning Communities (PLCs) are available at the school level, providing opportunities for educators to collaboratively review current professional articles, books, and NCDPI resources. This engagement fosters ongoing professional dialogue and study focused on the unique needs of AIG students.

-AIG Specialists maintain the inventory for the Advanced Learning Department library. There is a diverse array of professional and teacher resources available for checkout in the Advanced Learning Department library, specifically addressing the social and emotional needs of AIG students.

-AIG Specialists work closely with school psychologists and are available to attend MTSS meetings concerning social and emotional concerns of AIG student(s) when needed.

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

1. Classroom Teachers

Training will be provided for all instructional staff on how to effectively implement the revised AIG plan. It will cover updated pathways that now include national, state, and local norming guidelines to help better identify under-represented populations, as well as new paperwork and procedures.

Classroom teachers who work with AIG students are expected to have at least 30 hours of training at the local level. The local training class is held once a year and led by AIG Program Specialists. The class is a blended learning environment. Teachers attend face to face session sessions, one at the beginning and one at the end of the class. In between, teachers complete online modules with discussion threads.

Topics covered are:

-Historical Perspective

-Identifying Characteristics of Giftedness

-Special Considerations (ELL, twice exceptional, under-represented, MTSS)

-Instructional Strategies

-Technology Integration

-Social-Emotional Support for AIG students

-Classroom management in the differentiated classroom

-Creation of an original differentiated lesson plan using the NC AIG Wiki Lesson Plan Template -Self-Reflection and Evaluation

AIG teachers are also encouraged to seek state certification in gifted education. To this end, scholarship money may be available from the gifted budget to fund classes from approved universities offering state certification. Classroom teachers are also encouraged to take the Gifted Praxis after attending local training. The AIG Department maintains a list of all teachers who have obtained at least 30 hours of local training and/or state certification.

Classroom teachers are surveyed to determine professional development needs. Specialists create and provide both synchronous and asynchronous PD opportunities that align with the most recent research in gifted education, in response to the highest teacher need.

Examples include:

-Design Thinking

-Genius Hour

-Creative Ways to Use Student Blogs

Additional Professional Development Opportunities Include:

-Talent Development Training

-PETS Refreshers

-Hands-On Equations Training

-Using Technology to Differentiate for AIG Students

-AIG Local Endorsement

-Strategies for differentiation

-Junior Great Books Training

-Higher Order Thinking Questions

Classroom teachers are offered professional development on AIG resources including:

-Word Roots

-Word Within a Word

-Junior Great Books

-Hands-On Equations

-Robotics

-Talent Development

-PETS Refreshers

-IQ Based Games

-Silverquicken Puzzles/Games

AIG Resources are available at every school for check out. The AIG resources are housed in the SBC's room with an organized checkout system. Teachers are also able to check out resources from the Advanced Learning Department library.

AIG Specialists visit assigned schools as needed to support classroom teachers by modeling, consulting, and coaching teachers on implementing AIG resources and differentiation strategies.

1. Instructional Specialists

The Curriculum Instructional Support Group (CIS) convenes regularly to share updates on departmental curriculum with instructional support staff across the district. CIS members will receive updates to the new AIG plan and how it aligns to the BCPS District Strategic Plan.

Additionally, each year, the AIG Specialists collaborate with the Technology Department to offer Professional Development at the Digital Learning Conference (DTLC), showcasing the Advanced Learning Department technology resources available to enhance critical thinking in the classroom.

1. Student Services Personnel

Guidance counselors, Behavioral Specialists, and School Psychologists participate in training focused on addressing the social and emotional needs of AIG students. Additionally, resources related to the social-emotional well-being of gifted students are available for check-out through the Advanced Learning Department. Guidance counselors have access to resources on social-emotional needs of gifted students available for check-out through the Advanced Learning Department.

1. School Administrators

The AIG Coordinator provides professional development to administrators at leadership meetings, principal meetings held regularly, New Teacher Orientation, and local support leadership academies.

The AIG Coordinator will communicate updates regarding the AIG plan to principals and counselors and coordinate training dates for instructional staff. MTSS teams are established at each school to meet about any student that needs additional support or intervention services. Related services are considered based on the needs of the student. AIG Specialists are available to attend MTSS meetings to advocate for AIG students as needed.

* **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.

The AIG Department maintains a list of teachers who have obtained Gifted Certification from an approved university program or have met either regional or district local requirements for professional development. The AIG Department partners with BCPS HR to run a certified list yearly. Administrators review the list of current teachers with local AIG training/regional/state certification at each school. New teachers are required to attend a local/regional training or take the PRAXIS. When possible, the principal places identified students in these teachers' classrooms. Teachers with identified students who have not met the local requirement are expected to attend professional development opportunities offered during the year.

Classroom teachers who work with AIG students are expected to have at least 30 hours of training at the local level. The local training class is held once a year in the spring semester and led by AIG Program Specialists. The class is a blended learning environment. Teachers attend two face to face session sessions, one at the beginning and one at the end of the class. In between, teachers complete online modules with discussion threads.

Topics covered are:

-Historical Perspective

-Identifying Characteristics of Giftedness

-Special Considerations (ELL, twice exceptional, under-represented, MTSS)

-Instructional Strategies

-Technology Integration

-Social-Emotional Support for AIG students

-Classroom management in the differentiated classroom

-Creation of an original differentiated lesson plan using the NC AIG Wiki Lesson Plan Template -Self-Reflection and Evaluation

* **Practice E**

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

The AIG Coordinator and AIG Program Specialists share information regarding AIG add-on licensure at the local, regional, and state level as these opportunities become available.

AIG teachers are also encouraged to seek state certification in gifted education. To this end, scholarship money may be available from the gifted budget to fund classes from approved universities offering state certification.

The AIG Local Endorsement Course is aligned with the content of the Praxis Gifted Education 5358 exam. Following completion of the course, teachers are given access to practice tests, study resources, and the Praxis sign-up link. AIG Specialists encourage participants to pursue state AIG add-on licensure.

Burke County Public Schools' All-in Promise found in our local Strategic Plan supports the growth of students, faculty/staff members, and the community by providing learning opportunities for all.

BCPS works to recruit, retain, support, and develop employees including AIG-licensed professionals.

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

Professional Development opportunities are developed in response to teacher needs determined by survey feedback. Synchronous and asynchronous opportunities were created in order to provide individualized training. Teachers may choose offerings that best fit their classroom needs and schedule.

There has been an increase in teacher turnover in the past few years. Based on changes in staffing, refresher courses will be offered throughout the year for programs such as: Hands-On Equations (elementary), Word Within the Word (middle school), and strategies used to both identify and enrich AIG students (ie. NCDPI Booster Shots, NCDPI Learning Labs).

* **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.

For the past several years, differentiating instruction for all students has been a priority in the district. As Tomlinson stated, "Differentiating curriculum is a rich and effective strategy to use when providing for the needs of all students" (2007, p. 8, Successful Teaching in the Differentiated Classroom). Professional development offered by the AIG Department centers around best practices in differentiating instruction for advanced learners. Thus, providing professional development opportunities for teachers serving advanced learners complements the PD offered in the district.

Curriculum instructional support personnel across BCPS (including AIG) created a Canvas course centered around Differentiated Instruction Made Practical (DIMP) by Dr. Rhonda Bondie from Harvard. This course can be utilized by individual teachers or school PLCs to train teachers on how to provide

differentiated instruction within their classroom. This course can be accessed at any time from our district Canvas commons area to best fit the needs of the staff at each school.

Through the adoption of Lexia, BCPS teachers have access to PowerUp, a specific feature targeting advanced learners. PD is available to teachers through Lexia Academy as needed.

Surveys given to AIG teachers elicit the teachers' opinions on what professional development would be beneficial. Teachers who are enrolled in the local training course are also asked to give their opinions on future professional development. This data drives future staff development. Another factor that impacts AIG staff development is the NCAGT conference teachers attend yearly and bring back new information about best practices in AIG curriculum. New strategies, resources, and best practices are shared with relevant teachers as they visit schools and are also shared with the SBCs at the last meeting in May. Websites and resources from the conference are posted to the AIG website.

Sources of Evidence:

Completion of trainings for teachers of AIG students

Restructuring of the delivery of services to meet more students' needs through empowered AIG teachers, technology, and trainings

Documentation of collaboration with teachers and services/support to students

Documentation of teachers' AIG Professional Development Log

Professional Development opportunities list

Teacher feedback, student testing data and analysis

Schedule of professional development sessions and attendance

Documentation of meetings and agendas

Feedback from teachers attending trainings

Increased number of AIG trained teachers at all levels

Revised AIG Local Training Sessions based on teacher feedback

*** Ideas for Strengthening the Standard**

- Formalize performance evaluation of the AIG ICs with annual goals aligned to AIG plan outcomes.
- Create a leadership development pathway for future AIG leaders through mentorship or shadowing opportunities.
- Define roles and timelines in a local checklist for district and school leaders.
- Increase specialist visibility in classrooms by scheduling more regular co-teaching and modeling sessions.
- Use feedback cycles from classroom teachers to evaluate and refine specialist support.

- Provide mentorship programs pairing newer specialists with experienced ones to build capacity.
- Implement a rotation of mini-PDs during PLCs to reinforce differentiation strategies.
- Strengthen partnerships with local industry/STEM organizations to enrich STEAM and robotics programming.
- Expand community engagement through family learning nights, STEM nights
- Digitize key resources (DEP templates, data review guides, differentiation strategies) for universal access.
- Systematize emotional support with toolkits that teachers can use for SEL in AIG classrooms.
- Develop tiered PD pathways for all personnel (introductory, advanced, and specialized topics).
- Integrate AIG strategies into district-wide PD offerings, not just AIG-specific training.
- Include PD for non-classroom staff (e.g., counselors, psychologists, ELL/EC specialists) that is tailored to AIG student needs.
- Formalize administrator PD focusing on identification practices, service delivery, and monitoring AIG services.
- Incorporate job-embedded PD through coaching cycles, action research, and classroom walkthroughs.
- Use PD surveys and learning needs assessments to shape future offerings and personalize PD options.
- Facilitate AIG best practices in action.

Planned Sources of Evidence

*	Locally created Canvas classroom for AIG teacher training
*	Customized professional development for schools based on Accountability Growth Data
*	District PD focus for AIG students

Documents

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

Burke County Schools (120) 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.

Parents are able to provide feedback through formal parent surveys annually. Parents are invited to ask questions or provide feedback at any point throughout the year, using the AIG Feedback Google Form located on the BCPS AIG website. Families are encouraged to attend districtwide events like robotics, math counts, science fair, etc. to showcase enrichment opportunities. We utilize a variety of social media platforms and communication apps to send regular updates and information from the Advanced Learning Department. School Based Chairs share information throughout the year using Class Dojo, letters, flyers, and other forms of communication. The communication apps serve as an open forum for parents to communicate any specific questions or concerns. Supportive documents for parents, including SEL strategies, can be found on our AIG website, under the Parent Resources tab. AIG families are invited to yearly DEP, open house, and transition meetings. Each provides a time for parents to discuss their child's participation in the program. ELL support is available through the BCPS parent educators and interpreter services.

* **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.

The AIG Program Specialists have identified local and regional agencies that have partnered with the AIG Department through the years in BCPS. The following partnerships support AIG learners by providing materials, supplies, interviews, and professional expertise in numerous AIG and STEAM projects for the last several years. Some companies have also provided expert knowledge and feedback as guest engineer judges at our robotics competition. We currently have partnerships and working relationships with institutes of higher education. Partnerships with local businesses are also established.

STEAM units focus around a STEM career that can be showcased within one of our local business partners. Through participation in the STEM Ambassador group, we are able to borrow STEM supplies, network with STEM educators, and stay informed on upcoming activities and new technologies.

Local Business and Industry Include:

-Western Piedmont Community College (WPCC)

-Cummins-Meritor

-Old Rock School

-Burke Partners in Education (BPIE)

-Work in Burke

-North Carolina School of Science and Math (Morganton Campus)

Regional Partnerships Include:

-NC State University Science House

-Appalachian State University STEM Ambassadors

-Western Piedmont Council of Governments (WPCOG) STEM West Meetings

-Western Piedmont Community College Focus Group

-Catawba County Robotics

-NWRESA

Statewide Partnerships Include:

-The College Board

-North Carolina Governor's School

-North Carolina School of Science and Math (Connect)

-Burroughs Wellcome Student Science Enrichment Program

-STEM West

-North Carolina Association of Gifted and Talented

-National Association for Gifted Children

* **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.

There are leadership groups in the district to assist in decisions, discussions and communication of the AIG program and plan.

Following the yearly AIG district survey, parent feedback is reviewed and analyzed. After parents fill out the BCPS AIG Parent Survey an analysis of the initial survey feedback is reviewed with our AIG leadership to make recommendations for revisions to the AIG plan.

The system wide leadership team consists of the Superintendent, Assistant Superintendent and the curriculum coordinators. Questions and plans are vetted through the curriculum team meetings based on the BCPS system goals. The leadership team meets weekly. BCPS meets monthly with principals to discuss district updates needs. AIG presents updates that should be communicated from each school to their AIG families.

The AIG Department has a live link to gather feedback from administrators, program specialists, teachers, parents, and AIG School Based Chairs. The live feedback and ongoing discussion ensures that the schools are on the same page with the BCPS AIG Plan. The coordinator also visits schools and talks with principals, assistant principals and teachers about their AIG questions and needs. This allows for continuous improvement in our local program and possible revisions for future plans.

The AIG parents are encouraged to share questions or concerns at any time. Parents call, email or meet with the coordinator in individual parent conferences at the school. Parents are also surveyed annually so they can further share any suggestions or concerns.

All stakeholders have access to the AIG Plan and AIG Coordinator. Meetings with administrators, teachers, and parents/community are held at various times of the school year.

* **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.

Communication is primarily given in English at all fall and transition DEP meetings with parents, students, and educators. Translators are available at specific schools with a high ESL population. There is an established positive collaboration with the ESL Department. Opportunities are posted throughout the school year on the BCPS AIG website.

Brochures, fliers, emails, text messages, Remind, social media posts, school newsletters, automated calling systems and letters are used as forms of communication to inform parents of upcoming AIG opportunities. Several of these forms of communication have been translated into Spanish. Because some families speak their native languages but do not read in their languages, plans are in place to have the information provided in auditory format for both Spanish and Hmong. District and school webpages are updated to include sections for news and events. Updated brochures and other information are in the students native languages.

Currently information is shared with educators, students, and parents/families at DEP meetings, PTO meetings, Transition Nights, and SBC meetings. School newsletters, BCPS AIG webpage, brochures, handouts, and the AIG Parents Handbook are also available.

All Calls platforms are used to reach AIG parents. Also, parents are contacted through emails, newsletters, and text messages. School Based Chairs use Class Dojo to provide updated information about AIG services.

AIG Information is also shared at various meetings: the central office leadership team, administrators and faculty meetings, Curriculum Instruction Support (CIS) meetings, Digital Teaching Learning Conference, and Board of Education meetings.

BCPS Advanced Learning Department has showcased student work from the STEAM Academy that highlights our partnership with local businesses. The BCPS Public Relations and local News Herald share these highlights through news articles and social media.

Sources of Evidence:

Webpage: District and Schools

Brochures and other documents

Meeting Agendas

Surveys: students, parents, educators, and community

Documentation of goals, tasks, and accomplishments for each committee

Translated documents into native languages (written and auditory formats)

PSA (Public Service Announcements)

PostScripts weekly newsletter also featuring “This Week in Pictures”

Letters

Emails

Social media posts

News articles

*** Ideas for Strengthening the Standard**

- Conduct annual formal parent surveys and maintain an open feedback loop through the AIG Feedback Google Form.
- Promote consistent, two-way communication via:
    - Class Dojo, school newsletters, flyers, and direct messaging platforms.

- Remind, emails, and social media for real-time updates and event promotion.

- Host multiple family engagement events, including:
  - DEP meetings, Open Houses, transition meetings, and academic showcases.
  - Districtwide STEM events (e.g., robotics, MathCounts, science fair) where families can observe enrichment activities in action.
- Offer supportive resources for families through the AIG website, including:
  - SEL strategies, parent toolkits, identification criteria, and enrichment opportunities.
- Provide ELL support through:
  - Interpreter services and parent educators for translation during meetings and events.
- Create opportunities for individual conferences with AIG staff to discuss student progress and needs.
- Maintain strong partnerships with local and regional organizations to enhance AIG and STEAM experiences:
  - **Local**: WPCC, Cummins-Meritor, BPIE, Work in Burke, NCSSM–Morganton.
  - **Regional**: ASU STEM Ambassadors, NC State Science House, Catawba County Robotics, STEM West.
  - **Statewide**: NC Governor's School, NCAGT, NAGC, Burroughs Wellcome SSEP.
- Engage business and industry experts in authentic learning:
  - Provide project feedback, judge competitions, and offer workplace tours.
  - STEAM units are often centered around real careers and local industry problems.
- Leverage partnerships to:
  - Borrow STEM supplies, expand educator networks, and gain insight into emerging technologies.
- Collaborate with higher education institutions for:
  - Dual enrollment, guest speakers, and access to advanced coursework and resources.
  - Use stakeholder feedback to inform program decisions
  - Annual survey data is reviewed and used to recommend plan revisions.
  - live feedback form gathers ongoing input from all stakeholder groups.
- Ensure AIG leadership is embedded in district structures:
  - Weekly meetings with central office leadership (Superintendent, Assistant Superintendent, Curriculum Coordinators).

- Monthly principal meetings include AIG updates and implementation checks.

- Conduct regular site visits and discussions with school leaders and staff to assess program implementation and support needs.
- Provide transparent access to the AIG Plan and maintain open channels for parent input through calls, meetings, or emails.
- Host meetings with parents and staff throughout the school year to monitor plan progress and identify areas for improvement.
- Distribute AIG program information using multiple formats:
  - Brochures, newsletters, flyers, social media, automated calls, texts, emails, and school websites.
- Maintain updated and accessible information on:
  - Local AIG Plan, services offered, identification policies, and enrichment opportunities.
- Expand language access:
  - Provide translated materials in Spanish and Hmong (written and auditory formats).
  - Ensure interpreter availability at schools with high ESL populations.
- Share updates at key events and meetings:
  - DEP, PTO, SBC, Transition Nights, and districtwide family nights.
  - Include AIG updates in CIS meetings, BOE presentations, and district leadership communications.
- Showcase AIG student achievements publicly:
  - Through district newsletters, local news media, and social media platforms.
  - Highlight partnerships and student success stories from STEAM Academy and other enrichment programs.
- Feature AIG content in ongoing publications:
  - PostScripts weekly newsletter, “This Week in Pictures,” and public service announcements.

Planned Sources of Evidence

*	Emails, newsletters, Letters
*	Surveys for parents, students, teachers, principals

* DEP meetings, registration, Open House, and STEM events

Documents

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

Burke County Schools (120) 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.

I. Complete and submit BCPS AIG Plan

The BCPS AIG Plan is written in accordance with the state legislation and NC SBE policy. (N.C.G.S & 115C-150.5-.8 (Article 9B). The AIG plan addresses all of the components of the new NC AIG standards that were revised and adopted by NC SBE in October 2015. The plan has been developed with input from a variety of stakeholders representing the diversity of the BCPS schools. Input was obtained intermittently via surveys, emails, small group discussions, and phone calls from August 202 to May 2025 in preparation for the Local Academically or Intellectually Gifted (AIG) Plan Report to NCDPI July 2025.

Timeline for revising the AIG Plan:

September/October - Review all sections of the system plan, attend regional meetings

November/Self Assessment - Form a development team, create surveys, review the self assessment, meet with SBC in a planning session

January/February/March - Complete and gather surveys from students, teachers, administrators and parents, finish the self assessment, meet with the development team. Disaggregate and analyze the data, continue to talk with stakeholders, continue to attend regional and state meetings concerning the plan, participate in webinars from DPI on implementation and updates, continue to write, collect information and edit, and begin entering the plan into the NCSSIP system.

April - Continue to edit, present the plan to the Superintendent and Assistant Superintendent. When approved, take the completed plan to the School Board in June for approval

July - Submit to the AIG Department at NCDPI

II. Submit BCPS AIG plan to the Board of Education

The AIG Plan will be submitted for the BCPS Board of Education for review in June. Once the plan is approved it will be sent to DPI in July of 2025.

* **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.

I. Process to Monitor the Implementation of the BCPS AIG Plan

The AIG Program Specialists, Administrators, School Based Chairs, teachers, and other instructional personnel are key to implementing the system wide plan. Communication is key to helping everyone understand the research, importance and expectations to help AIG students meet their greatest potential in the future.

More training at the local level continues to help teachers meet students' academic, intellectual, social, and emotional needs of AIG students at all levels. The use of technology within the system is being reviewed as well as the delivery system for AIG Specialists in an effort to reach more students at all levels. (ex: online learning, AIG Specialists support instruction through technology, teacher training, one to one instruction and support)

II. Oversee the Program on an Ongoing Basis

The AIG Coordinator and Program Specialists support instruction and review schools' needs and services by frequent visits to the schools to meet with principal and teachers, visit student classrooms, and review student performance. The AIG department collects and disaggregates the data to identify and report patterns/trends. The specialists meet with PLCs to discuss concerns and share updated instructional strategies. The AIG Department conducts teacher, parent, and student surveys regularly.

III. Monitoring and Documentation

The AIG Department visits teachers on a frequent basis and collects the following information:

-Notes from PLC Meetings

-Documentation of Services per School from Program Specialists

-Schedule for AIG classes

-Documentation (timeline) from AIG teachers of when specific components of DEP (strategies/interventions) will be implemented

-Support strategies/interventions implemented (especially pre and post results and analysis)

-Dis-aggregated data for attendance, grade data, historical grade data and previous test scores in Infinite Campus, STAR Reports, Lexia, MClass, EOG, EOC and NC Check-In scores (previous scores and growth)

-Data to determine needs (teachers and students)

-Data from Parent/Teacher/Student surveys

-School population data for screening (population nominated compared to school population)

* **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.

I. Awareness of State Budget

Each Spring, the AIG Coordinator discusses the AIG goals and needs with the Superintendent. In the Fall, once the budgets are released, the coordinator follows up with the school system's Chief Finance Officer to review the allotments and line items.

State fund allotments for the BCPS AIG program are as follows:

- Funds used for AIG purposes

- Monthly monitoring of budget with administrative assistant

II. Strategic Plan for AIG Funds

The BCPS AIG goals are reviewed each spring and summer in preparation for the following school year. By reviewing the goals and planning with the end in mind, the monies can be spent efficiently and appropriately on students from K-12 grades. Goals align with budget planning and spending.

Main line items:

-Annual Budget (salaries/benefits/stipends)

-Professional Development (workshops, conferences, AIG licensure through NCIHE)

-Instructional Supplies (schools/STEAM classes)

-Technology and equipment

III. Monitor Expenditures

As the year continues, other funding sources are researched: Local, State and National Grants, monetary and material donations, and business partnerships.

The following are grants the AIG Department pursues:

-Duke Energy Grant

-Burroughs Wellcome Grant

-General Electric

-Rutherford Electric Bright Ideas

-Donors Choose

-Local Community Foundation

-Rotary

-Optimus

-Burke Women's Junior League

-Rostan Foundation (Valdese)

-Kiwanis

-Farm Bureau

-Biogen

-STEM West

-Mobile Coding, Robotics, and App Development (NCDPI)

The AIG Department continually monitors the use of the AIG funds, keeps hard copies from the AS 400 system, and continues discussions and analysis of expenditures with the Chief Finance Officer.

* **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.

I. Develop a System for Monitoring Student Achievement and Student Drop-out Data

The previous year's data is collected and kept in an electronic Google Doc folder. The state released testing data can be shared with principals, other curriculum coordinators and the AIG program specialists. Testing Data also includes: EOGs, EOCs, AP Exams, ACT, NC Check-Ins, MClass, Star Reading and Math.

The data is discussed in PLC meetings and reviewed throughout the school year. Every school creates and continuously updates a digital data wall. The AIG Department continues to collect and analyze data throughout the school year.

The AIG Coordinator talks with high school principals and the high school curriculum coordinator about the reasons students dropped out during the school year. Overall, BCPS has a graduation rate of 88.3 %.

II. Analyze Student Data

The AIG Department will:

-Review trends from previous years that can aid in driving curriculum adaptations

-Continue data collection and analysis based on data from Infinite Campus

-Gather test performance goals that are established using baseline data by grade level and tests from previous years from EVAAS

-Use prior year's test results to establish new baseline data to determine new test performance goals

-Obtain new data from state mandated tests

-Collect available information from NC Public Schools data sources

-Analyze data for trends (positive and negative)

-Investigate potential behaviors and issues that might lead to drop-out of AIG students

-Review interventions attempted/implemented prior to senior year

-Develop new AIG curriculum (Next Generation Science Standards)

-Continue annual June collection of drop-out data from each high school

-Review the Cohort Graduation Rate (CGR) data for each high school

III. Monitoring and Interventions

Students who fall below a "C" average in their identified area are provided with interventions. There is a form specific for this purpose, and a conference is called with the parent, teacher, and specialist. The specialist consults with the teacher and administration on appropriate interventions, including focusing on work habits and social-emotional needs. The specialist may also consult with other professional staff, such as the guidance counselor, EC teacher, or ELL teacher.

* **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.

I. Follow Underrepresented Populations

Asian: 53 F (19.62%) /79 M (21.64%) = 132 students =20.78%

Black: 15 F (6.63%) /15 M (6.46%) = 30 students = 6.55 %

Hispanic: 133 F (11.85%) /163 M (12.80%) = 296 students = 12.35%

American Indian: 0 F (0%) / 0 M (0%) = 0 student = 0%

Pacific Islander: 1 F (6.25%)/ 2 M (11.11%) = 3 student = 8.82%

White: 818 F (24.63%) /868 M (24.65%) = 1686 students = 24.64%

Two or more: 49 F (13.96%) /59 M (17.25%) = 108 students = 15.58%

The percentage of students in several underrepresented sub-groups has increased since our last plan.

The monitoring of the representation and retention of under-represented populations occurs several times annually:

-Beginning of school year, mid year, end of year, and between each grading period

-Intervention strategies are employed and monitored each grading period for all students who make a C or below in all AIG ELA and Math classes

-The Elementary AIG Specialists share the transition needs with each school's staff

-All K-2 students are assessed through 2nd grade year

II. Analyze Data Trends

The AIG Department collects annual Spring BCPS AIG Accountability documentation in the following areas:

-Twice exceptional

-ELL

-Gender

-Ethnicity/Race

-School's population

-AIG population

-Nominations, Identifications Intellectually Gifted document

The AIG Department continues to review data and discuss how the program is meeting all students' needs and their potential to achieve. The department:

-Collects and analyzes data for next steps in instruction

-Disseminates information to all staff

-Discusses ELL nominations and EC nominations

-Aids in implementation of K-2 talent development program and collect data of potential AIG identified students

-Collaborates with ELL Department and EC Department

-Collaborates with Elementary/Title I coordinator and Secondary coordinator

* **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.

BCPS seeks to employ teachers who are highly qualified, well trained, and possess:

-Master's Degrees

-National Board Certification

-Advanced Placement Training

-Experience in teaching AIG cluster groups or Honors level classes

The Department continues to work closely with the Human Resource Office to maintain AIG licenses and other PD requirements.

Teachers can attend the NWRESA to obtain regional AIG endorsement. Teachers also have the option to take the BCPS Canvas course to gain local AIG endorsement. A list of all BCPS employees with AIG licensure and/or locally approved professional development is maintained in the AIG Departments and shared with the Human Resource Department. Lists are broken down by school/location. Teachers working on licensure are listed with the projected date of completion. This list is updated annually as teachers complete licensure and is made available to the gifted specialists and principals.

* **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.

Input for the AIG program is gathered in multiple ways and in many opportunities throughout the school year.

Surveys are given to the following stakeholder groups during the school year:

-students

-parents

-teachers

-administrators

-robotics coaches

Discussions are held with parents individually at local DEP meetings. Conversations with parents are held at transition nights in the high schools. The AIG Coordinator also meets individually with parents to elicit feedback about the program. Feedback that is received during meetings is used to improve our presentations for future use. Common concerns from parents are addressed through quarterly meetings.

Constant input is also gathered from the district leadership team. Discussions are held with the Associate Superintendent of Curriculum, the High School/Middle School coordinator and the Elementary coordinator concerning the AIG program needs.

The AIG Department gathers input from:

-Discussions held during collaborative district and school focus meetings

-The School Based Chair meetings throughout the year at the district level

-Online surveys sent via email to students, principals, teachers, parents

-Program Specialists meetings that discuss the survey results

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

The AIG Plan is reviewed throughout the school year. Survey data, assessment data, information from Infinite Campus and EVAAS, and other sources of information may reveal trends. The department analyzes the data and identifies ways to address concerns that may arise from the trends, and makes revisions as necessary.

Data is reviewed from numerous areas:

-Assessment data

-Surveys results from students, parents, teachers and administrators

-Informal and formal conversations with teachers and parents

-Transition Nights with students and parents

-Data from Infinite Campus

The AIG Department communicates and shares results of evaluation data with the following stakeholders while keeping individual responses confidential:

-Districtwide leadership meetings

-AIG Program Specialists

-School Based Chairperson

-Faculty Meetings

-PLC's

-Teachers

-Principal Meetings

-Family groups

-Community Groups

The AIG Department makes evaluation data readily available in the following formats:

-AIG Website

-Brochures

-Newsletters

-State school report cards per school

-Digital data walls per school

-Survey results

Evaluation results will be shared with all stakeholders in a manner that protects student confidentiality and complies fully with FERPA regulations, ensuring that no personally identifiable information is disclosed when reporting data to the public.

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

The AIG Department has the following procedures in place to articulate the rights of parents and families:

A copy of The Parents' Handbook of Rights is given to every parent/guardian of identified AIG students and those considered for AIG screening, referral, identification, and potential service delivery. Paper and digital copies are available in both English, Spanish, Hmong, and other languages as needed. The parent/guardian must give written consent for the student to be considered for screening and to be tested/evaluated.

The district has Due Process Procedures, published in the Parent's Handbook of Rights, to help resolve disagreements. The district's appeal process is specific and communicated with parents. Documentation of all complaints/issues are kept and reviewed annually for trends. Follow-up meetings or calls are conducted for all complaints/issues.

The BCPS AIG Due Process Procedures are as follows:

STEP I – School-Based Committee Conference

Parent/guardian may make a request* for a conference with the School Based Committee for AIG Learners to discuss the concerns about the recommendation.

*A written request is preferred. Please keep a written request for documentation of due process. If the request is oral, please make a note of the date of request for School Based Committee records.

The School-Based Committee for AIG Education reviews the student's record and their previous nomination, identification, and service option decisions. The committee may gather additional information about the student from teachers and/or parents as needed. The Individual Student Profile may be updated.

School-Based Committee for AIG Learners grants the conference within 5 school days of request and responds to parent/guardian in writing within 5 school days of conference.

IF THE DISAGREEMENT IS NOT RESOLVED AT THE SBC CONFERENCE, THEN PROCEED TO STEP II – PRINCIPAL CONFERENCE.

(Unless the Principal of the School was on the SBC)

STEP II – Principal Conference

(If the principal was part of SBC, proceed to STEP III.)

Parents may make a written request within 30 days for a conference with the principal. Principal reviews the recommendation with the SBC chairperson.

Principal grants the conference within 5 days of request and responds in writing within 5 days of the conference.

IF THE DISAGREEMENT IS NOT RESOLVED AT THE PRINCIPAL CONFERENCE, THEN PROCEED TO STEP III- APPEAL TO AIG Coordinator

STEP III - Appeal to AIG Coordinator

A. Parent/guardian may appeal the principal's decision in writing to the AIG Coordinator within 5 days of receiving the response.

B. AIG Coordinator reviews the grievance within 5 days of receipt of appeal.

C. AIG Coordinator respond(s) in writing to the parent and principal concerning the outcome of the review of 10 School days.

IF THE GRIEVANCE IS NOT RESOLVED AT

STEP III, THEN PROCEED TO STEP IV – APPEAL

TO ASSISTANT SUPERINTENDENT

STEP IV – Appeal to Assistant Superintendent

Parents/guardians may appeal the decision of the AIG Coordinator to the Assistant Superintendent within 5 days of receiving the response.

B. Assistant Superintendent reviews the grievance within 5 days of receipt of the appeal.

C. Assistant Superintendent responds in writing concerning the outcome within 10 school days to the parent/guardian and principal. They may then appeal to the superintendent.

IF THE GRIEVANCE IS NOT RESOLVED IN STEP IV, THEN PROCEED TO STEP V – APPEAL TO THE BOARD OF EDUCATION

STEP V – Appeal to Burke County Public Schools Board of Education

Parents may appeal to the Board of Education in writing within 10 school days following the written response from Step IV.

B. The board shall offer a final written decision within 30 days.

IN THE EVENT THAT THE LOCAL GRIEVANCE PROCEDURE FAILS TO RESOLVE THE DISAGREEMENT, THEN THE STATE LEVEL GRIEVANCE PROCEDURE WOULD BE IMPLEMENTED.

STEP VI – State Level Grievance Procedure

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

(i.) whether the local school administrative unit improperly failed to identify the child as an AIG student,

(ii.) whether the local plan has been implemented appropriately in regard to the child.

Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

Once the student is identified and the parent gives consent for the student to be served, only the

parent may the student from the program. If this situation occurs and the student is exited from the

program and the parents want the student reinstated to the AIG program, the reassessment

procedures will be enacted.

Transfer students from other LEA's will be accepted into the BCPS AIG Program with proper documentation.

The Parents Handbook of Rights is available on the district's AIG Website, and parents are also given a hard copy. The Parents Handbook of Rights has been translated into Spanish and Hmong.

Click here to remove the table and use only the narrative field.

*** Ideas for Strengthening the Standard**

- Ensure representation from underrepresented subgroups (e.g., ELL, EC, low-SES) in all planning phases.
- Develop rubrics or checklists for AIG plan components to ensure uniform implementation across sites.
- Use consistent cycles of walk-throughs, instructional rounds, and peer reviews tied to plan components.
- Include AIG-specific topics/goals in PLC agendas with district-provided discussion guides.

- Pilot more asynchronous options for students and professional development (e.g., flipped learning, LMS modules).
- Coordinate with CTE, EC, and Technology departments to leverage shared purchases and funding.
- Use EVAAS and historical data to identify students at risk of academic decline or dropout early.
- Create dashboards that principals and teachers can use to drill down into student performance and trends.
- Establish school-specific growth goals by test area and subgroup to better tailor instruction and support.

Planned Sources of Evidence

*	Parents Rights Handbook
*	AIG Data for Accountability
*	Locally trained spreadsheet of AIG teachers

Documents

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

Local Board of Education Approval

Burke County Schools (120) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:
06/16/2025

AIG Related Documents

Burke County Schools (120) 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	Signed Burke County BOE Plan for 25-28

Optional Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 1 Additional Resources	N/A	3-5 DEP 6-8 DEP 9-12 DEP
AIG Standard 2 Additional Resources	N/A	AIG Standard 2 Additional Resources AIG Standard 2 Additional Resources
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	

Burke County Schools (120) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Phrase	Definition